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ABSTRACT

A survey was conducted in early 1981 to provide follow-up information on former students of the 14 public community colleges in British Columbia (BC) and of the BC Institute of Technology. In all, questionnaires were mailed to 11,456 persons enrolled in vocational programs at the colleges in September, 1979, but who were not enrolled at any of the colleges in September, 1980. The former students were queried on reasons for attending college; attainment of educational goals; reasons for discontinuing study; employment status and its relation to college studies; whether college training helped in obtaining a job; location of job; reasons for unemployment (where applicable); assessments of the college experience; and plans for further schooling. Almost half (48%) of the questionnaires were returned. The study report details: (1) study objectives; (2) methodology, sampling techniques, and procedures; (3) age and sex distributions of the survey population and of the respondents; (4) responses in the areas of educational objectives, reasons for leaving, current activities, employment searches, type of employment, and assessment of the college experience; and (5) study implications regarding students, the colleges, employment, employment inequalities between the sexes, student persistence, academic standards, and lifelong education. Appendices include the questionnaire and detail statistical findings by college and by discipline cluster. (JP)

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# A FOLLOW-UP STUDY OF CAREER/TECHNICAL STUDENTS FROM THE BRITISH COLUMBIA COMMUNITY COLLEGES AND INSTITUTES

Technical Report

Prepared for:

The Academic Council of British Columbia
Victoria, B.C.

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August, 1981

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Technical Report:
A Follow-up Study of Career/Technical Students
from the British Columbia Community Colleges
and Institutes

An error was made in tabulating the results from one college to the survey question #13 "How long did it take you to find your present job after leaving your post-secondary institution?"

The correction of the error causes a small shift in the provincial distribution of responses toward a shorter time period required to find employment. (eg. an increase in the percentage of students reporting "less than one month" and a decrease in the percentage reporting "more than eight months").

Revised pages are attached. Please insert these corrected pages into the report.

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November 6, 1981

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## ABSTRACT

This follow-up study involved a sample of former students from the Career/Technical programs of the fourteen public community colleges in the Province of British Columbia and from the British Columbia Institute of Technology. The students surveyed had been identified as enrolled, in September 1979, in Career/Technical programs, and a year later were not enrolled on any program at any of the institutions participating in the study. Over 11,450 students were included in the sample. A return rate of 48% was achieved from the mail-out survey.

Objectives of the study included determining: the reasons for students undertaking career/technical programs; the reasons for students discontinuing their program of study; the extent and type of job placement; where, and how soon after leaving the institution, employment was found; the relationship, if any, between the specific program of study and the type of employment undertaken; the effect of the program on the students' success in finding employment; students' reactions to selected characteristics of post-secondary institutions; and the future educational plans of former career/technical students.

Among observed results were:

- 29% of former career/technical students attended their institution to learn the skills needed for a job and 33% attended to improve existing job skills;
- 60% of the respondents had work experience related to their program prior to enrolling;
- proximity of the institution to the students' home and institutional reputation were the dominant factors in the students' choice of an institution;
- one-half of the students reported having met their main objectives for attendance and a further one-third stated they hope to do so in the future;
- 31% had completed requirements for graduation;

- 87% of the former students were employed and 75% of these judged their job as related in some way to their training;
- 70% found employment within four months of leaving their institution;
- over two-thirds of the employed respondents were located within the general geographic region of their post-secondary institution;
- Managerial/Professional and Clerical related occupations were predominant;
- one-half of the respondents intend to take further education in their specific field of training and 39% intend to take further education in other areas;
- students are concerned about the general reputation of post-secondary institutions, the quality of teaching and counselling, and the overall educational standards.

## ACKNOWLEDGEMENTS

The research team would like to acknowledge the many individuals who contributed during the progress of the study. These include the clerical, administrative and data processing staff of the individual colleges and the Institute of Technology, who provided the student records required for the study. Also included were the computer programming, stenographic and clerical staff at B.C. Research who diligently handled the computer file matching, coding of returns, statistical tabulation, and the report preparation and production. These included Roy Hamaura, Martie Irwin, Glenna Jones, Laurie Lucas, Shawn Colbacheff, Shelina Manji, Molly Winkles and Colleen Satti.

In particular, we acknowledge the patient contribution of the participating institutions and their study representatives who gave us direction, assistance and valuable suggestions at the Planning Workshop, in the Steering Committee meetings and throughout the duration of the project:

Colleges

| | |
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---

* Members of the Steering Committee

# CHAPTER I
# INTRODUCTION

## 1. Background

The post-secondary educational system of British Columbia includes a network of 14 community colleges[1] and six provincial institutes, as well as three public universities. The community colleges offer a comprehensive curriculum including university transfer courses, career/technical programs, vocational programs, general studies and college preparatory programs. As of October 1979, 57,803 students[2] were reported enrolled in the college system. The provincial institutes, offering a broad range of technical and technological programs, reported an enrolment of 19,299 students as of October 1979. Of the total of 77,102 students enrolled within the college and institute system, some 25,288 students were reported as being enrolled in career/technical programs or courses. This represents 33% of the total non-university post-secondary population.

Over the years, considerable time and effort has been devoted to the study of academic students both at college and the universities.[3] Formal studies, however, of the graduates and drop-outs from the career/technical programs of the colleges and institutes have been minimal in British Columbia. As these

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1. In the spring of 1980, Douglas College split into two separate colleges, Douglas and Kwantlen, creating a fifteenth college.

2. Educational Data Services, B.C. Post-Secondary Enrolment Statistics 1979/80, Ministry of Education, Province of British Columbia, Victoria, June 1980. Table 10.

3. A series of college to university "articulation studies" has been published each year since 1972 by B.C. Research and during 1979/80 a major follow-up study was undertaken:

   Jones, G., Forrester, G., and Dennison, J., A Follow-Up Study of Non-Transfer Academic Students from the British Columbia Community Colleges, B.C. Research, Vancouver, B.C., June 1980.

programs represent such a large proportion of the total enrolments of the colleges and institutes, it is appropriate that research be focused upon these career/technical program students.

In this report, the results of a follow-up study on the students from these career/technical programs will be summarized.

## 2. Study Objectives

A Follow-Up Study of Career/Technical Students from the British Columbia Community Colleges and Institutes, as outlined in this report, has been designed with 9 objectives in mind:

1. To determine the reasons for students undertaking career/technical programs;

2. To determine if, and for what reasons, former career/technical students discontinued their program of study;

3. To ascertain the extent and type of job placement of former students from the career/technical programs;

4. To identify where, and how soon after leaving the institution, employment was found;

5. To establish the relationship, if any, between the specific program of study and the type of employment undertaken;

6. To determine the effect of the program on the students' success in finding employment;

7. To elicit the students' reactions to selected characteristics of post-secondary institutions;

8. To assess the impact of the career/technical program upon various aspects of the students' lives;

9. To investigate the former students' future educational plans.

## 3. Overview

The general study methodology, explained in detail in Chapter II of this report, involved students who had been enrolled in a career/technical course or program in all of the province's community colleges and in the British Columbia Institute of Technology (BCIT) as of September, 1979.[4]

This population included all students, part-time as well as full-time, enrolled in career/technical courses in a college or institute at the date stated. While there is no overall agreement as to the definition of a career/technical program, there appears to be a general consensus as to what constitutes such a program. These programs prepare the student for work of a technical or para-professional nature. The programs are typically of one or two years duration and frequently contain an academic component in addition to skill training. In contrast, vocational programs are typically less than one year in duration and may be as short as a few weeks.

The September, 1980 enrolment status of the student population was established by examining the enrolment files of the colleges and of BCIT. This procedure identified the "target population" for the study, which consisted of former September, 1979 career/technical students who were no longer enrolled within the college and institute system as of September, 1980.

---

4. The Open Learning Institute (OLI) and the Justice Institute were prepared to take part in the study but were omitted in the final study design. It was decided that the OLI, which had only recently begun operation, had too few students on career/technical programs to warrant inclusion. In the case of the Justice Institute, the predominantly pre-employment focus of the study did not appear appropriate for the programs being offered at this institution.

Using a combination of total and stratified systematic sampling, a conort of students from this target population was selected for contact. This contact involved the mailing of an "Information Sheet" (see Appendix E1) designed to answer the following questions:

1. What was the original reason for enrolling at the post-secondary institution?

2. To what degree had the student's original goal been attained?

3. Did the student complete the course or program of study and, if not, for what reason?

4. What is the student's current activity (either employment or study)?

5. What type of job is held by the former student?

6. What relationship exists between the career/technical program and the student's present occupation?

7. Had the former student sought employment in a field related to the training program?

8. To what degree, if at all, did the training assist the student in obtaining a job?

9. Did the student leave the geographic area in order to take up employment?

10. If the student was not employed, what was the primary reason?

11. What was the student's general assessment of his post-secondary experience?

An analysis of the responses from returned Information Sheets for the sample of students from the target population provided the follow-up data which are presented in Chapter IV. An examination of possible non-response bias is undertaken in Chapter III. Chapter V presents a summary of the findings and general conclusions.

# CHAPTER II
# METHODOLCGY

## 1. Planning Workshop

The study began with a one-day workshop held on June 2, 1980. A letter inviting institutional representatives to attend the workshop was mailed to the principals of each of the community colleges and provincial institutes (Appendix B1). The purpose of the workshop was to determine the extent of interest in having a provincial study of career/technical programs. If interest existed, the workshop would be used to conduct the preliminary planning. Twenty-nine individuals attended the workshop. They represented all of the community colleges except one, three of the provincial institutes, the Academic Council of B.C., the B.C. Ministry of Education, B.C. Research and two other observers.

As a result of the ideas put forth at this workshop, several basic guidelines were laid down regarding the overall study design. It was suggested that part-time students should be included along with full-time students, and that all career/technical programs should be included rather than using a sampling of certain program areas. Workshop participants emphasized their concern over the confidentiality of individual student records. In response to this, a letter was written to each of the institutions to clarify the data release and confidentiality policy of B.C. Research (Appendix B2).

Various participants commented on the problem of financial costs for the clerical work associated in developing the data files required for the study. This was particularly important for those institutions not having computerized record systems. At least partial financial assistance would be required by the institutions.

The only other major problem encountered involved one institution which had already planned to survey some of the same students. It was mutually agreed that double surveying was not desirable. The research team and the representative from that institution agreed to work closely togetner in order to resolve this problem.

## 2. Steering Committee

As the workshop committee was rather large fo detailed consideration of the study components, it was decided at the workshop to convene a steering committee in orde to take the study planning further. This committee had a member from the Academic Council of B.C. (the contracting agency), the Ministry of Education, the British Columbia Institute of Technology (BCIT), the Open Learning Institute, 3 community college representatives, and the 3 members of the research team from B.C. Research. The steering committee met on June 25 and August 22, 1980 to discuss details of the research project.

Two basic recommendations emerged from the deliberations of the steering committee (Appendix B3). One was for a commencement of a longitudinal study of students on career/technical programs. This would include a study of applications for these programs, a profile study of students entering the programs, monitoring of attrition and graduation rates, and a follow-up study after students had left the programs. The second recommendation was for an immediate cross-sectional follow-up study of students from career/technical programs in order to provide research data within a 12-month period. General objectives for each of the study components were developed by the steering committee. Funding for the cross-sectional follow-up study was obtained from the Academic Council of B.C. Investigations of practical problems surrounding the longitudinal study were initiated. This report only concerns the results of the cross-sectional follow-up study[1].

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1. Two components of the longitudinal study have commenced as of the publication of this report. These are a province-wide study of applications for career/technical programs and a profile study of students entering these programs as of September 1981.

## 3. Data Submission

In early October, 1980, a formal request was made to each college and to BCIT for specific student data (Appendix C1). Two sets of data were requested; the first for all career/technical students, both part-time and full-time, enrolled as of September, 1979; and the second, for all students, both part-time and full-time, enrolled in September, 1980 on any program (academic, career/technical, or vocational).

Programs and courses qualifying as career/technical included all programs labelled as career/technical using the Post-Secondary Discipline Classification (PDC) coding scheme[2] so long as they were provincially funded. Programs could be funded either under the Academic Council or the Occupational Training Council. However, programs staged for business or industry on a full cost-recovery basis were not to be included in the study. Finally, if an institution considered the course or program as career/technical even though it was not labelled as such under the PDC system, this course could be included as well.

The data required from each institution were as follows:

- semester or session concerned;
- institution code;
- student registration or sequence number;
- surname;
- first given name;
- second given name;
- sex or title (i.e., Miss, Mr., etc.)
- previous surname or maiden name;
- date of birth (year, month, day);
- social insurance number (optional);

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2. Post-Secondary Discipline Classification Manual, Ministry of Education, Province of British Columbia, Victoria, B.C., January 1980.

- street address;
- city or town;
- postal code;
- telephone number;
- alternate street address;
- alternate city/town;
- alternate postal code;
- alternate telephone number;
- department (academic, career/technical or vocational);
- program or course code;
- graduation or withdrawal code.

In order to fit the various institution record systems, three data formats were created: a) magnetic tape (Appendix C2); b) punched cards (Appendix C3); and, c) manual list (Appendix C4).

Two colleges, North Island and Selkirk, were initially unable to agree to participation in the study due to the issue of confidentiality. Internal college policy prohibited the release of name and address information to any outside agency. In order to overcome this problem, the research team agreed to alter the study methodology used for these institutions. These two colleges would handle all aspects of the mailing procedures (described in Section 8 of this chapter), thereby eliminating the need to release the above information.

Vancouver Community College also required special procedures. This college was already heavily involved in developing their own internal program evaluation system. This system would include a follow-up survey of the same career/technical students to be used in the provincial study. In order to avoid a double survey of the same students, VCC worked closely with the provincial study research team in the development of their follow-up questionnaire. As a result, many of the questions on the VCC instrument were identical to or similar in nature to those on the Information Sheet used in the provincial study. Thus, VCC surveyed their own students and supplied the survey responses to the research team. The data submission of student names, addresses, etc. was, therefore, not required.

## 4. Target Population for Follow-Up

The target population for the follow-up survey was defined as being those career/technical students who were enrolled as of September, 1979 and who were no longer enrolled as of September, 1980 at their original institution on any program (academic, vocational, or career/technical) nor at any of the other provincial institutions in the study.

A computerized search was carried out to match student records from the 1979 data file with those from the 1980 file in order to determine the desired target population. The search process can be described as follows. The two files were first sorted by date of birth and by surname. For each student record in the 1979 data file, a search of the 1980 records was made, matching on the basis of birth date, surname or previous surname, first given name, second given name, sex, and social insurance number if available. "Warning flags" were built into the computer program to warn of uncertain matches. For example, the first file might have included a record belonging to a "Jane B. Doe," while the second file recorded a "J. Barbara Doe." These two records would be tentatively matched by the computer and a warning message issued. Such a warning would then be manually reviewed by the program technician. Out of some 27,248 records (i.e., students[3]) in the 1979 file, there were approximately 400 warning flags created, all of which were manually resolved. Thus, 98.5% of the matching was computer-generated.

For each record in the 1979 data file, there were 3 possible outcomes:

a) a match of the September, 1979 student record with a September, 1980 record at the same institution, indicating the student was still enrolled at his original institution on some program (not necessarily a career/technical program);

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3. It was possible for a student to have more than one record in the September, 1979 data file if enrolled simultaneously at more than one of the institutions. There were 886 such multiple enrolments.

b) a match of a September, 1979 student record with a September, 1980 record from a different institution, indicating that the student had transferred to another post-secondary institution;

c) no match with any 1980 record on file.

It was this third "no match" group that formed the target population. It was composed of all career/technical students who had been enrolled as of September, 1979 but were not enrolled one year later in any program at the same institution nor at any of the other institutions.

5. Provincial Program Groupings

The individual career/technical programs offered at each of the institutions were categorized using the Post-Secondary Discipline Classification (PDC) coding scheme referred to earlier. College programs were further categorized as either one-year or two-years duration, while BCIT programs were categorized as either day programs or night programs. A complete list of the career/technical programs and their assigned PDC codes and provincial groupings is provided in Appendix A3.

Under the PDC coding system, the first two digits of the PDC code are referred to as a discipline cluster. For example, all programs assigned a PDC code with the first two digits of 31 are grouped under the discipline cluster of 3100 Business Administration. For provincial reporting purposes, tabulations of responses from the Information Sheet were to be broken down by discipline cluster. Within each cluster, results were further divided into one-year college programs, two-year college programs, BCIT day programs, and BCIT night programs.

6. Sample Selection

The target population described previously was found to contain 18,554 students. As it was anticipated that only a 50% response rate would be achieved from the Information Sheet mailout, and since results were to be broken down by discipline cluster, it was decided to use a 100% sampling

plan for all college programs and for BCIT day programs. A different procedure was used for BCIT night programs. The majority of students enrolled on BCIT night programs were not identified as belonging to a specific career/technical program. These students are usually involved with only one or two courses rather than entire programs. For the purpose of this study, these students have been classified under the discipline cluster "Program Unknown." For BCIT night students so grouped, systematic sampling with a random start and a 20% sampling fraction was used. The final sample population contained 11,456 students. The actual numbers of students involved for each college and for each discipline cluster are indicated in Tables 1 and 2, respectively.

7. Follow-Up Instrument Design and Review

The planning workshop, steering committee meetings and subsequent development work identified the nine primary objectives (listed in Chapter I, section 2 of this report) to be addressed by the follow-up instrument. A literature search was conducted to review follow-up instruments used in other studies. As a result, some 50 possible questionnaire items were constructed relevant to the study objectives. This preliminary draft of the questionnaire was then circulated to the various institutional representatives with a request to assist in selecting the 20-25 questions which would be used in the final Information Sheet. During the subsequent series of re-drafts, the Information Sheet went through five revisions. As many as possible of the suggestions from the institutional representatives were incorporated in the final version, keeping in mind the necessity of a relatively short instrument.

Some difficulty was experienced in obtaining agreement on certain questions. As a result, BCIT indicated by letter that their participation in the study was conditional upon the results for six of the questions (item nos. 10, 19, 20, 21, 24 and 25) not being published for BCIT. Reasons for taking this position were given and it was not possible to resolve the differences of opinion. The final version of the instrument was acceptable to all other institutions.

TABLE 1

TARGET POPULATION AND MAIL-OUT SAMPLE SIZES, BY INSTITUTION

| INSTITUTION | NO. STUDENTS ATTENDING SEPT '79 | TARGET POPULATION | MAIL-OUT SAMPLE |
|---|---|---|---|
| Camosun | 865 | 557 | 557 |
| Capilano | 1,393 | 812 | 812 |
| Cariboo | 746 | 511 | 511 |
| Douglas | 1,392 | 828 | 828 |
| Malaspina | 833 | 549 | 549 |
| New Caledonia | 631 | 357 | 357 |
| Okanagan | 1,043 | 689 | 689 |
| Selkirk | n/a | 255 | 255 |
| VCC | n/a | 665 | 665 |
| Fraser Valley | 554 | 357 | 357 |
| Northwest | 129 | 104 | 104 |
| East Kootenay | 158 | 114 | 114 |
| North Island | n/a | 225 | 225 |
| Northern Lights | 441 | 426 | 426 |
| College Total | 8,185[a] | 6,449 | 6,449 |
| BCIT Days | 3,853 | 1,911 | 1,911 |
| BCIT Nights | 16,096 | 10,194 | 3,096 |
| BCIT Total | 19,949 | 12,105 | 5,007 |
| PROVINCE TOTAL | 28,134[a] | 18,554 | 11,456 |

n/a Data not available

a Excludes Selkirk, North Island and VCC

TABLE 2

TARGET POPULATION AND MAIL-OUT SAMPLE SIZES, BY DISCIPLINE CLUSTER

| DISCIPLINE CLUSTER | | NO. STUDENTS ATTENDING SEPT '79 | TARGET POPULATION | MAIL-OUT SAMPLE |
|---|---|---|---|---|
| 12 | Renewable Resources | 466 | 305 | 305 |
| 13 | Non-Renewable Resources | 169 | 94 | 94 |
| 14 | Marine | 25 | 11 | 11 |
| 15 | Land/Air | n/a | 26 | 26 |
| 21 | Engineer | 624 | 348 | 348 |
| 22 | Elect/Electronics | 700 | 367 | 367 |
| 23 | Mechanics | 247 | 128 | 128 |
| 25 | Construction | 382 | 178 | 178 |
| 31 | Business Admin. | 6,280 | 4,184 | 4,184 |
| 32 | Office Admin. | 89 | 101 | 101 |
| 33 | Communication Arts | 600 | 424 | 424 |
| 34 | Personal Services | 538 | 340 | 340 |
| 41 | Legal-Social Service | 1,066 | 761 | 761 |
| 42 | Nursing | 915 | 529 | 529 |
| 43 | Health | 526 | 296 | 296 |
| 44 | Education | 351 | 395 | 395 |
| 51 | Fine Arts | 723 | 522 | 522 |
| 52 | Humanities | 20 | 16 | 16 |
| 61 | Basic Education | 148 | 140 | 140 |
| 99 | Program Unknown | 14,265 | 9,389 | 2,291 |
| | Province TOTAL | 28,134[a] | 18,554 | 11,456 |

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n/a Data not available

a Excludes Selkirk, North Island and VCC

The Information Sheet (Appendix E1) was typeset and printed on light green paper, printed on both sides, and then folded into 4 panels. The folded instrument fit conveniently into a standard, business sized envelope.

As previously mentioned, Vancouver Community College (VCC) was conducting their own follow-up study. The VCC representative and the research team met on several occasions to make sure that the VCC follow-up instrument (Appendix E2) and the provincial instrument were as similar as possible. The objectives of the two studies were not always the same. As a consequence, the VCC follow-up did not contain questions corresponding to some of the provincial instrument questions (item numbers 1, 4, 6, 7, 9, 16, 23, 24, 25 and 26). VCC results were not available for these items.

## 8. Mailing Procedures

Mailing address labels were computer-generated from the student record file for the sample population. Three such labels for each former student were printed, one for each of the initial mailings. These labels were computer sorted by institution[4] and then sorted using the first three characters of the Canadian postal code.

### a) First mailing

The first mailing to the students contained an explanatory letter from B.C. Research (Appendix D1), a letter of endorsement from the students' former institution[5] (Appendix D2), the Information Sheet (Appendix E1), and a postage-prepaid return envelope.

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4. Excluding Vancouver Community College, North Island College, and Selkirk College, which conducted their own mailings.

5. Endorsement letters from one college were not received in time for inclusion with the first mailing.

A special attempt was made to make the explanatory letter as personal looking as possible. With this in mind, the signature imprint and a handwritten postscript was printed in blue ink as contrasted with the black printing of the letter's text. A postage stamp was manually applied to the mailout envelope rather than using a postage meter mark, again to make the mailings more personal in appearance.

Since over 10,300 individual mailings by B.C. Research were involved, the local sub-post office was alerted. The mailout material was checked to ensure that the weight was within the requirements for a first-class mailing of 17 cents per item. Rolls of stamps (simpler to handle than sheets of stamps) were purchased and the envelopes for the first mailing stamped and labelled with the mail address labels. The mail label had imprinted on it the first given name and surname of the students in addition to the complete address, including postal code.

Special mail containers were obtained from the postal sub-station and the envelopes packed according to postal code. The envelopes were delivered to the sub post office on Friday, February 20, 1981. A Friday mailing was deliberately planned so that most of the students would receive the letters at the beginning of the following week. A previous study of research procedures[6] had indicated a higher rate of responses to questionnaires received at the start of the week rather than at the end of the week.

b) Second mailing

A follow-up postcard (Appendix D3) to thank those students who had already responded to the Information Sheet first mailing, or to remind those who had not, was mailed on Friday, February 27, 1981.

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6. Lewis, Rayford T. Graduate Follow-Up. TEX-SIS Follow-Up SC6. Tarrant County Junior College District. Fort Worth, Texas. August 1976.

c) Third mailing

The third mailing took place on Friday, March 13, 1981. For this mailing, the names of sample members whose completed Information Sheets had already been received, were removed from the list for the third mailing. In cases where the first or second mailing had been returned as undeliverable, these names were also removed from the mailing list. The third mailing included a further letter of explanation (Appendix D4), another copy of the Information Sheet, and a postage-prepaid return envelope.

d) Fourth mailing - feedback of results

The follow-up study procedures used by the research team include a fourth "feedback" mailing of study results to respondents in the study. Address labels for all respondents were computer-generated. Shortly after the public release of the study findings, a short two-page summary of results is to be mailed to each of the respondents (Appendix D5).

e) Separate mailing procedures

As previously mentioned in the report, three colleges conducted their own mailings. In order to satisfy the confidentiality requirement of Selkirk and North Island colleges, these institutions handled all aspects of the mailing to their former career/technical students. This eliminated the need for the release of student names and addresses. Samples of the covering letters were provided by B.C. Research but were reproduced by the two colleges using their own letterhead. The same mailing procedures were followed, although the time frame for the mailings was delayed slightly. The first North Island mailing took place on the Friday, February 27th while the first mailing for Selkirk took place on April 3, 1981.

The second mailings from these two institutions were letters instead of postcards. However, the same Information Sheet was used and the completed Information Sheets were returned directly to B.C. Research using the postage-prepaid return envelopes supplied by B.C. Research.

The third college which conducted their own mailing was VCC. The VCC study used slightly different mailing procedures. The first mailing was conducted on Friday, January 30, 1981 and was followed three weeks later by a second letter. A postage-prepaid return envelope was included with a copy of the VCC questionnaire (Appendix E2) in each mailing. Instead of a third mailing, VCC conducted a telephone follow-up to students from program areas in which the return rate was still below 50%. Only a subset of the VCC questions were included in the telephone contact, instead of the full range of questions in the mailout. These included item numbers 3, 6-13, 15, 17, 23 and 24 of the graduate survey and items 4, 7-9, 15 and 17-19 of the discontinuant survey.

Finally, one college had difficulty supplying the data files in time for the regular provincial mailing. As a result, the time frame for Camosun College was delayed compared to the other B.C. Research mailings. The first mailing for Camosun College took place on Friday, March 20, 1981.

9. Coding Procedures

As the completed Information Sheets were returned to B.C. Research, the responses were keypunched along with the code number from the box on the last panel of each Information Sheet. Similarly, student code numbers were keypunched from the mailing labels of all mail returned as "undeliverable." This enabled an accurate record to be maintained of those sample members who had responded and of those who could not be contacted. Linking the Information Sheet data with the college student record data permitted the addition of the career/technical program (PDC code) to Information Sheet results.

Items 17 and 18 of the Information Sheet asked the respondent for the "kind of business or industry" and for the "present occupation." Each respondent's responses required coding. This was done by one member of the research team, who also coded the VCC questionnaires in order to provide consistency of

coding. The Canadian Classification and Dictionary of Occupations (CCDO)[7] was used for this coding. A four-digit code number was assigned to indicate the student's occupation, based upon a subjective assessment of the responses to these two questions. For reporting purposes, occupations were aggregated to the CCDO "major group" level. These represent very broad fields of work rather than specific types of work performed. Each major group has a two-digit code number and a title that summarizes the occupational activities within that group.

At the same time that this occupational coding was done, an assessment was made of the relationship between the career/technical program taken and the present occupational activity of the respondent. Again, this was a subjective evaluation. The occupational activity was rated as being either "related" or "not related."

## 10. Analysis Procedures and Statistical Tests

Statistical comparisons were conducted between the population of students actually responding to the Information Sheet and the target population in order to check the representativeness of the responding population. These comparisons were done on the basis of the age distribution and the sex breakdown within institution and within career/technical program.

Analysis of questionnaire returns involved extensive computer tabulations and cross-tabulations using an available statistical software package (SPSS). All questionnaire items were tabulated by individual institution, by discipline cluster, and for the province as a whole. In addition, all items were cross-tabulated against the responses to item no. 27 (sex), item no. 28 (age), and the combination of age and sex. Finally, certain questionnaire items were selected for cross-tabulation against other items in order to check consistency of results and to look for possible correlations.

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7. Canadian Classification and Dictionary of Occupations 1971. Manpower and Immigration, Government of Canada. Ottawa, Ontario. July 1971.

Several different tests of significance were used throughout the study to analyze the numerical differences observed between or among various populations of students. In general, a null hypothesis was constructed, stating that "no significant difference" existed in the variable being tested between the populations under investigation. This null hypothesis was then tested using the Chi-Square test with a .05 level of significance. As the populations being examined were usually quite large numerically, any observed differences, no matter how small, were often statistically significant. It was therefore important to also test how large the differences were. Thus, when the level of significance on the Chi-Square test fell below the .05 level, the Cramer's V or the Phi test was used. In these cases, if the resulting test figure was less than .100 the observed differences, although statistically significant, were considered minimal and usually ignored for reporting purposes. For values greater than .100, the observed differences were considered large and the null hypothesis was rejected. Observations were then made and statistical differences were quoted. The results of these analyses are presented in chapters III and IV.

# CHAPTER III
# POPULATION CHARACTERISTICS

This chapter will provide a basic description of the various populations identified during the study. These populations are compared in terms of their age distribution and sex. For the purposes of the age comparison, the populations are divided into two age categories. The first, identified as "college age," is defined as those students 24 years of age or less. The second, identified as "adult age," includes students 25 years of age or over.

## 1. Total Population

The term "total population" in this report is applied to the total group of students enrolled on career/technical programs as of September, 1979. The institutions had been asked to submit address records for this total population in the data file request for 1979 (Appendix C1). In order to check that this is what was received, the total population is compared to the enrolment reports which had been submitted by the institutions to the Ministry of Education in the October 31, 1979 college statistical reports[1]. The comparison is made on the basis of a total head count by institution (Table 3) and by discipline cluster within institution (Table 4). While some discrepancies can be seen, these are usually small. It should be noted that the compilation date of data for this study (September) was at a different point in time from that of the Ministry data (October). For the total college figures, the difference was only 343 students or 4.4%. For BCIT, there was a much larger difference (5427 or 37%). This occurred principally with night students on Business Administration programs or night students whose career/technical programs were unknown. More students were reported to B.C. Research than had been reported to the Ministry.

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1. Educational Data Services, B.C. Post-Secondary Enrolment Statistics 1979/80, Ministry of Education, Province of British Columbia, Victoria, B.C., June, 1980, Tables 10 and 44.

TABLE 3

CAREER/TECHNICAL POPULATION BY INSTITUTION AS REPORTED TO THE B.C. MINISTRY OF EDUCATION FOR 31 OCTOBER 1979[a], AND TO B.C. RESEARCH FOR SEPTEMBER 1979[b]

| INSTITUTION | REPORTED TO MINISTRY | REPORTED TO B.C. RESEARCH (Total Population) |
|---|---|---|
| Camosun | 978 | 865 |
| Capilano | 1,310 | 1,393 |
| Cariboo | 756 | 746 |
| Douglas | 1,367 | 1,392 |
| Malaspina | 727 | 833 |
| New Caledonia | 592 | 631 |
| Okanagan | 973 | 1,043 |
| Selkirk[c] | 541[c] | n/a |
| VCC[c] | 1,726[c] | n/a |
| Fraser Valley | 547 | 554 |
| Northwest | 88 | 129 |
| East Kootenay | 169 | 158 |
| North Island[c] | 147[c] | n/a |
| Northern Lights | 335 | 441 |
| COLLEGE TOTAL | 7,842[c] | 8,185[c] |
| BCIT | 14,552 | 19,949 |
| PROVINCE TOTAL | 22,364[c] | 28,134[c] |

a Educational Data Services, B.C. Post-Secondary Enrolment Statistics 1979/80, Ministry of Education, Province of British Columbia. Victoria, B.C. June 1980, Table 10.

b Submitted to B.C. Research by each institution; enrolment as of September 30, 1979.

c Since data submitted to B.C. Research did not include Selkirk, North Island and VCC, these figures have been excluded from the totals.

TABLE 4
CAREER/TECHNICAL ENROLMENT BY DISCIPLINE CLUSTER
AS REPORTED TO THE: (1) MINISTRY OF EDUCATION FOR 31 OCTOBER 1979[a],
AND TO (2) B.C. RESEARCH IN SEPTEMBER 1979[b]

| INSTITUTION | | Agric. 11 | Renewable 12 | Non-Renewable 13 | Marine 14 | Land/Air Transp. 15 | Engineer 21 | Elect/Elec 22 | Mechanics 23 | Metal Trade 24 | Construc. 25 | Business Admin. 31 | Office Admin. 32 | Comm. Art 33 | Personal Service 34 | Legal-Soc. Service 41 | Nursing/ Health 42/43 | Education 44 | Fine Arts 51 | Humanities Related 52 | Math Related 54 | Science Related 55 | Basic Ed. 61 | Unknown |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Camosun | 1 | | | | | | 37 | 83 | | | | 450 | 29 | 46 | 47 | 100 | 55 | 45 | 86 | | | | | |
| | 2 | | | | | | 41 | 71 | | | | 370 | | 47 | 49 | 139 | 20 | 39 | 89 | | | | | |
| Capilano | 1 | | | | | | | | | | | 376 | 21 | 55 | | 224 | | 55 | 572 | | | | 2 | 5 |
| | 2 | | | | | | | | | | | 397 | 21 | 98 | | 253 | 30 | 59 | 291 | | | | | 244 |
| Cariboo | 1 | | | | | | | | | | | 356 | 125 | 16 | | 121 | 137 | 1 | | | | | | |
| | 2 | | | | | | | | | | | 433 | | 15 | | 123 | 139 | 2 | | | | | | 34 |
| Douglas | 1 | | | | | | | | | | 88 | 507 | 13 | 130 | | 289 | 207 | | 133 | | | | | |
| | 2 | | | | | | | | 9 | | 67 | 495 | | 149 | 1 | 269 | 241 | 1 | 143 | | | | | 17 |
| Malaspina | 1 | 20 | 44 | | 25 | | 12 | 54 | | | | 245 | | | 65 | 19 | 15 | 6 | | | | 222 | | |
| | 2 | | 45 | | 25 | | 12 | 29 | | | | 298 | | | 34 | 54 | 15 | | | | | | 321 | |
| New Caledonia | 1 | | 77 | | | | | | | | 30 | 386 | | | | | 99 | | | | | | | |
| | 2 | | 80 | | | | | | | | 30 | 423 | | | | | 98 | | | | | | | |
| Okanagan | 1 | | | | | | 46 | 64 | | | | 504 | | | | | 130 | 95 | 134 | | | | | |
| | 2 | | | | | | 47 | 68 | | | | 531 | | | | | 131 | 103 | 153 | | | | | 10 |
| Selkirk[c] | 1 | | 108 | | | 47 | | 29 | | | | 118 | | 26 | | 15 | 56 | 21 | 121 | | | | | |
| | 2* | n/a | | | | | | | | | | | | | | | | | | | | | | |
| VCC[c] | 1 | | | | | | | | | | | 476 | 50 | 178 | 46 | 85 | 208 | 169 | 352 | | | | | 162 |
| | 2* | n/a | | | | | | | | | | | | | | | | | | | | | | |
| Fraser Valley | 1 | | | | | | | | | | | 220 | | | | 302 | | | | | | | | 25 |
| | 2 | | | | | | | | | | | 197 | | | | 212 | | 91 | 21 | | | | | 33 |
| Northwest | 1 | | | | | | | | | | | | | | | 46 | | 42 | | | | | | |
| | 2 | | | | | | | | | | | | 68 | | | | | 40 | | | 20 | | | 1 |
| East Kootenay | 1 | | | | | | 4 | | | | | 165 | | | | | | | | | | | | |
| | 2 | | | | | | | | | | | 156 | | | | | | | | | | | | 2 |
| North Island[c] | 1 | n/a | | | | | | | | | | 49 | | | | | | 98 | | | | | | |
| | 2 | | | | | | | | | | | | | | | | | | | | | | | |
| Northern Lights | 1 | | | | | | 7 | | | | 2 | 180 | | | | | 32 | | 114 | | | | | |
| | 2 | | | | | | | 6 | | | 2 | 139 | | 38 | | 16 | 44 | 16 | 26 | | | | 148 | 16 |
| TOTAL COLLEGE[c] | 1 | 20 | 121 | | 25 | | 106 | 201 | | | 120 | 3389 | 188 | 247 | 112 | 1101 | 675 | 244 | 1160 | | | | 224 | 30 |
| | 2 | | 125 | | 25 | | 100 | 174 | 9 | | 99 | 3439 | 89 | 347 | 84 | 1066 | 718 | 351 | 723 | | 20 | | 148 | 668 |
| BCIT | 1 | | 296 | 150 | | | 265 | 384 | 150 | | 196 | 912 | | 175 | 258 | 15 | 687 | | | | 162 | 130 | | 10742 |
| | 2 | | 341 | 169 | | | 524 | 526 | 238 | | 283 | 2841 | | 253 | 454 | | 723 | | | | | | | 13597 |

a Educational Data Services, B.C. Post-Secondary Enrolment Statistics 1979/80, Ministry of Education, Province of British Columbia. Victoria, B.C. June 1980, Table 10.

b Submitted to B.C. Research by each institution; enrolment as of September 30, 1979.

c Since data submitted to B.C. Research did not include Selkirk, North Island and VCC, these figures have been excluded from the totals.

## 2. Target and Sample Populations

The "target population" for this study was defined previously as those students who had been enrolled as of September, 1979 on a career/technical program but who, one year later in September, 1980, were no longer enrolled on any program in any of the participating institutions. Since this target population is a sub-group of the total career/technical population, a comparison of the two groups on the basis of age and sex is of interest (Table 5).

The proportions of male and female students for the target population are similar but not identical to those for the total population. The target population contained a slightly higher percentage of females than did the total population. It should be noted, however, that a sex breakdown was not reported for roughly 15% of both populations. The age group split for the target population shows a slightly higher proportion of adult students (both sexes) than in the total population. These age and sex differences between the target and total populations are not large but should be kept in mind if the reader chooses to interpret the follow-up findings as applying to the total career/technical student population.

The sample population used for the mail out of the follow-up Information Sheet was based upon a 100% sampling plan for all institutions and programs, with the exception of BCIT night students for whom the career/technical program was unknown. Therefore, the age and sex characteristics of the sample population are virtually identical to the target population and are not shown here.

## 3. Rates of Return

By the cut-off date (May 15, 1981), 5,230 replies had been received from the 10,791 Information Sheets mailed. As indicated in Table 6, (line B1) 2,435 or 46.6% of the replies were received as a result of the first mailing. The second mailing was simply a postcard reminder notice and no replies could be directly attributed to this mailing. However, replies received more than two weeks after the first mailing of the Information Sheet were considered to be the result of the postcard reminder and numbered 1,544 or 29.5% of all the replies (line C1).

TABLE 5

CAREER/TECHNICAL TOTAL POPULATION (1979) AT B.C. POST-SECONDARY INSTITUTIONS, AND TARGET POPULATION NOT ENROLLED IN ANY OF THE IDENTIFIED POST-SECONDARY INSTITUTIONS (1980), BY AGE AND SEX.

| | | TOTAL POPULATION BY SEX (CAREER/TECHNICAL PROGRAM STUDENTS) | | | | INSTITUTION TOTAL Career/Tech. Population | TARGET POPULATION BY SEX (NOT ENROLLED IN POST-SECONDARY EDUCATION INSTITUTION) | | | | TARGET POPULATION (1980) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | College Age[a] % | Adult Age[a] % | Total by Sex[b] N | % | (1979) (Male & Female) | College Age[a] % | Adult Age[a] % | Total by Sex N | % | (Male & Female) |
| Institution | | | | | | | | | | | |
| Camosun | M | 53.0 | 45.9 | 447 | 51.7 | 865 | 48.4 | 50.9 | 281 | 50.4 | 557 |
| | F | 53.0 | 45.3 | 415 | 48.0 | | 50.2 | 48.7 | 273 | 49.0 | |
| Capilano | M | 30.6 | 59.0 | 731 | 52.5 | 1393 | 25.0 | 63.8 | 436 | 53.7 | 812 |
| | F | 44.4 | 47.4 | 635 | 45.6 | | 43.4 | 49.2 | 366 | 45.1 | |
| Cariboo | M | 20.9 | 74.2 | 426 | 57.1 | 746 | 19.6 | 74.4 | 301 | 58.9 | 511 |
| | F | 65.9 | 31.3 | 320 | 42.9 | | 62.4 | 33.8 | 210 | 41.1 | |
| Douglas | M | 41.6 | 55.4 | 766 | 55.0 | 1392 | 37.9 | 59.0 | 451 | 54.5 | 828 |
| | F | 63.9 | 34.5 | 609 | 43.8 | | 57.0 | 41.1 | 365 | 44.1 | |
| Malaspina | M | 39.5 | 51.2 | 428 | 51.4 | 833 | 32.7 | 56.9 | 281 | 51.2 | 549 |
| | F | 36.4 | 57.3 | 398 | 47.8 | | 30.9 | 63.7 | 262 | 47.7 | |
| New Caledonia | M | 49.2 | 49.2 | 256 | 40.6 | 631 | 42.6 | 55.3 | 141 | 39.5 | 357 |
| | F | 43.2 | 54.9 | 366 | 58.0 | | 36.0 | 62.6 | 211 | 59.1 | |
| Okanagan | M | 52.2 | 46.3 | 395 | 37.9 | 1043 | 50.2 | 47.6 | 269 | 39.0 | 689 |
| | F | 40.6 | 56.3 | 643 | 61.6 | | 40.1 | 55.8 | 416 | 60.4 | |
| Selkirk | M | | n/a | | | n/a | | n/a | | | n/a |
| | F | | | | | | | | | | |
| V.C.C. | M | | | | | | 59.0 | 41.0 | 239 | 35.9 | 665 |
| | F | | n/a | | | | 51.3 | 48.2 | 425 | 63.9 | |
| Fraser Valley | M | 37.8 | 62.2 | 185 | 33.4 | 554 | 38.5 | 61.5 | 135 | 37.8 | 357 |
| | F | 36.3 | 62.9 | 369 | 66.6 | | 33.8 | 65.3 | 222 | 62.2 | |
| Northwest | M | 21.1 | 63.2 | 19 | 14.7 | 129 | 12.5 | 68.8 | 16 | 15.4 | 104 |
| | F | 40.4 | 57.7 | 104 | 80.6 | | 44.2 | 54.7 | 86 | 82.7 | |
| East Kootenay | M | 16.7 | 77.1 | 48 | 30.4 | 158 | 14.3 | 77.1 | 35 | 30.7 | 114 |
| | F | 22.6 | 74.5 | 106 | 67.1 | | 25.3 | 70.7 | 75 | 65.8 | |
| North Island | M | | n/a | | | n/a | | n/a | | | n/a |
| | F | | | | | | | | | | |
| Northern Lights | M | 36.4 | 56.8 | 88 | 20.0 | 441 | 36.0 | 57.0 | 86 | 20.2 | 426 |
| | F | 25.0 | 70.1 | 324 | 73.5 | | 25.2 | 70.0 | 313 | 73.5 | |
| COLLEGE TOTAL[c,d] | M | 39.2 | 55.9 | 3789 | 46.3 | 8185[c] | 37.2 | 57.8 | 2671 | 44.8 | 5069[d] |
| | F | 45.4 | 51.0 | 4289 | 52.4 | | 43.1 | 53.8 | 3224 | 54.0 | |
| BCIT Days | M | | n/a | | | n/a | | n/a | | | n/a |
| | F | | | | | | | | | | |
| BCIT Nights | M | 17.7 | 76.6 | 6662 | 41.4 | 16096 | 14.2 | 80.0 | 4084 | 40.1 | 10194 |
| | F | 21.9 | 69.8 | 5849 | 36.3 | | 20.0 | 71.0 | 3809 | 37.4 | |
| BCIT TOTAL | M | | n/a | | | n/a | | n/a | | | n/a |
| | F | | | | | | | | | | |
| PROVINCE TOTAL[c,d] | M | 25.5 | 69.1 | 10451 | 43.0 | 24281[c] | 23.3 | 71.3 | 6755 | 41.8 | 16163 |
| | F | 31.9 | 61.8 | 10138 | 41.8 | | 30.6 | 63.1 | 7033 | 43.5 | |

a Percentages based on total male or female population where sex is known; percentages may not add to 100 because of students not reporting age.
b May differ from institution totals due to unknown sex; percentages based on total institution career/technical program population.
c Total population does not include Selkirk, North Island, V.C.C. or BCIT (day programs).
d Target population does not include Selkirk, North Isaland, or BCIT (day programs).

TABLE 6
SUMMARY OF INFORMATION SHEET RETURNS, BY INSTITUTION

| | Camosun | Capilano | Cariboo | Douglas | Malaspina | New Caledonia | Okanagan | Selkirk | VCC | Fraser Valley | Northwest | East Kootenay | North Island | Northern Lights | COLLEGE TOTAL[a] | BCIT Days | BCIT Nights | BCIT TOTAL | PROVINCE TOTAL[a] |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A NUMBER IN MAILOUT | 557 | 812 | 511 | 828 | 549 | 357 | 689 | 255 | - | 357 | 104 | 114 | 225 | 426 | 5784 | 1911 | 3096 | 5007 | 10791 |
| B FIRST MAILING | | | | | | | | | | | | | | | | | | | |
| $B^1$ Replies Received | 152 | 191 | 133 | 212 | 96 | 63 | 158 | 0 | - | 82 | 18 | 34 | 0 | 60 | 1199 | 552 | 684 | 1236 | 2435 |
| $B^2$ Post Office Returns | 82 | 85 | 63 | 70 | 59 | 44 | 111 | 0 | - | 27 | 10 | 15 | 0 | 22 | 588 | 92 | 371 | 463 | 1051 |
| C SECOND MAILING | | | | | | | | | | | | | | | | | | | |
| $C^1$ Replies Received | 69 | 102 | 73 | 111 | 93 | 58 | 106 | 99 | - | 29 | 17 | 16 | 43 | 59 | 875 | 373 | 296 | 669 | 1544 |
| $C^2$ Post Office Returns | 5 | 11 | 4 | 13 | 10 | 3 | 9 | 1 | - | 33 | 2 | 4 | 0 | 44 | 139 | 28 | 51 | 79 | 218 |
| D THIRD MAILING | | | | | | | | | | | | | | | | | | | |
| $D^1$ Replies Received | 62 | 91 | 69 | 100 | 70 | 50 | 85 | 27 | - | 36 | 13 | 12 | 32 | 51 | 698 | 240 | 343 | 583 | 1281 |
| $D^2$ Post Office Returns | 14 | 17 | 13 | 21 | 10 | 11 | 19 | 0 | - | 16 | 11 | 0 | 37 | 14 | 183 | 40 | 120 | 160 | 343 |
| E Post Office Returns | 3 | 2 | 0 | 2 | 1 | 1 | 2 | 0 | - | 0 | 0 | 0 | 4 | 5 | 20 | 5 | 5 | 10 | 30 |
| F Usable Replies ($B^1 + C^1 + D^1 - E$) | 280 | 382 | 275 | 421 | 258 | 170 | 347 | 126 | - | 147 | 48 | 62 | 71 | 165 | 2752 | 1160 | 1318 | 2478 | 5230 |
| G Delivered But Not Returned | 176 | 317 | 156 | 303 | 212 | 129 | 203 | 88 | - | 134 | 33 | 33 | 117 | 181 | 2122 | 591 | 1236 | 1827 | 3949 |
| H Mailout Received (F + G) | 456 | 699 | 431 | 724 | 470 | 299 | 550 | 214 | - | 281 | 81 | 95 | 188 | 346 | 4874 | 1751 | 2554 | 4305 | 9179 |
| I Returned Undelivered (A - H) | 101 | 113 | 80 | 104 | 79 | 58 | 139 | 41 | - | 76 | 23 | 19 | 37 | 80 | 910 | 160 | 542 | 702 | 1652 |
| J % of Mailout Replied (F:A) | 50% | 47% | 54% | 51% | 47% | 48% | 50% | 49% | - | 41% | 46% | 54% | 32% | 39% | 48% | 61% | 43% | 49% | 48% |
| K % of Received Mailout (F:H) | 61% | 55% | 64% | 58% | 55% | 57% | 63% | 59% | - | 52% | 59% | 65% | 38% | 48% | 56% | 66% | 52% | 58% | 57% |
| L % of Undelivered and Returned (I:A) | 18% | 14% | 16% | 13% | 14% | 16% | 20% | 16% | - | 21% | 22% | 17% | 16% | 19% | 16% | 8% | 18% | 14% | 15% |

a Totals exclude VCC.

From the third mailing, 1,281 replies (line D1) were received. This represented 24.5% of all the replies, clearly demonstrating the value of several mailings. From line E of Table 6, it will be noted that 30 multiple replies were received, i.e. these students completed an Information Sheet from both the first and third mailings. These multiple replies were removed from the returns before results were analyzed.

The actual return rate of usable replies was 48% (line J). It is interesting to note that this is comparable to the 49% figure encountered in a similar follow-up study done a year earlier on academic program students.[2] However, not all of the outgoing mail reached the student. Some 1,652 mailings (15%) were returned by the post office as undeliverable (lines I and L). If the return rate of usable replies is expressed on the basis of those mailouts assumed to have reached the students, the return rate is then 57% (line K).

On an institutional basis, this final rate of return varied from a low of 38% for North Island College to a high of 66% for BCIT day program students. Table 7 shows the return rates broken down by discipline cluster. The two areas of lowest return were from the Basic Education and Humanities areas, with 34% and 40%, respectively. As these areas are not generally considered career/technical programs, the low return rates are not alarming. The highest returns were achieved in the Non-Renewable Resources and Electric/Electronics areas with 69% and 67%, respectively.

The target population planned for this study was to have been former career/technical program students who were no longer enrolled at any of the participating institutions. This group was located from among the total career/technical population by using a computer file matching process, comparing names and birthdates of students in the 1979 enrolment file with the 1980 enrolment file. As this process is not 100% perfect, it was anticipated that a small percentage of the mailings would actually be addressed to "continuing" students. It was therefore planned to remove these students from

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2. Jones, G., Forrester, G., Dennison, J. A Follow-Up Study of Non-Transfer, Academic Students from the British Columbia Community Colleges: Technical Report. B.C. Research, Vancouver, B.C., June, 1980, Table 6, page 29.

TABLE 7
SUMMARY OF INFORMATION SHEET RETURNS,
BY DISCIPLINE CLUSTER

| Discipline Cluster | Number in Mailout | Usable Replies | % of Mailout Replied | % of Received Mailout |
|---|---|---|---|---|
| 12 Renewable Resources | 305 | 163 | 53% | 59% |
| 13 Non-Renewable Resources | 94 | 56 | 60% | 69% |
| 14 Marine | 11 | 5 | 46% | 56% |
| 15 Land/Air | 26 | 12 | 46% | 48% |
| 21 Engineer | 348 | 190 | 55% | 63% |
| 22 Elect./Electronics | 367 | 218 | 59% | 67% |
| 23 Mechanics | 128 | 67 | 52% | 60% |
| 25 Construction | 178 | 93 | 52% | 57% |
| 31 Business Admin. | 4,184 | 2,015 | 48% | 56% |
| 32 Office Admin. | 101 | 54 | 54% | 63% |
| 33 Communication Art | 424 | 210 | 50% | 56% |
| 34 Personal Service | 340 | 168 | 49% | 57% |
| 41 Legal-Social Service | 761 | 371 | 49% | 57% |
| 42 Nursing | 529 | 301 | 57% | 64% |
| 43 Health | 296 | 180 | 61% | 67% |
| 44 Education | 395 | 206 | 52% | 59% |
| 51 Fine Arts | 522 | 251 | 48% | 55% |
| 52 Humanities | 16 | 6 | 38% | 40% |
| 61 Basic Education | 140 | 37 | 26% | 34% |
| 99 Program Unknown | 2,291 | 991 | 43% | 52% |
| TOTAL | 11,456 | 5,614 | 49% | 57% |

the returns. This was done by examining the responses to two questions on the Information Sheet. Question 12 asked the respondents what their current activity was. If the respondents listed themselves as either full-time or part-time students on this question, and also listed one of the B.C. colleges or BCIT as their current institution in Question 11, their return was removed from the respondent population. Table 8 shows the number of such students removed from the total returns. In all, 177 returns (3.1% of all returns) had to be removed for this reason. The resulting respondent population contained 5,438 former students.

It should be noted that this resulting population still contained some 1,117 respondents who indicated in question 11 that they were currently attending a post-secondary institution. The institution listed, however, was either not one of the B.C. colleges or BCIT or the respondents had not listed their major current activity in question 12 as being a full or part-time student. As a result, it was decided to leave these respondents in the respondent population.

4. Respondent Characteristics By Institution

The age and sex characteristics of the respondent population are outlined in Table 9. As can be seen from this table, a higher percentage of the respondents are females rather than males and a higher percentage are adult age rather than college age. But this had also been observed for the target population. Thus, the possibility of non-response bias needed to be examined in further detail. Statistical tests were run, comparing the age and sex characteristics of the non-respondent population with those of the respondent population.

Based on the results of the statistical tests on sex and age, only minimal differences between the respondent and non-respondent populations were found at the college total and provincial total levels. On a provincial basis, there is a slight statistical bias in the respondent population. Females and college-age students have replied more frequently than males and adult-age students, respectively. Although statistically significant, these differences

TABLE 8

REMOVAL OF CONTINUING STUDENTS FROM THE RESPONDENT POPULATION

| INSTITUTION | TOTAL USABLE REPLIES | RESPONDENTS WHO WERE CURRENTLY A STUDENT EITHER FULL OR PART-TIME* | RESULTING RESPONDENT POPULATION |
|---|---|---|---|
| Camosun | 280 | 23 | 257 |
| Capilano | 382 | 10 | 372 |
| Cariboo | 275 | 6 | 269 |
| Douglas | 421 | 11 | 410 |
| Malaspina | 258 | 8 | 250 |
| New Caledonia | 170 | 3 | 167 |
| Okanagan | 347 | 23 | 324 |
| Selkirk | 126 | 2 | 124 |
| V.C.C. | 385 | 0 | 385 |
| Fraser Valley | 147 | 4 | 143 |
| Northwest | 48 | 0 | 48 |
| East Kootenay | 62 | 2 | 60 |
| North Island | 71 | 2 | 69 |
| Northern Lights | 165 | 5 | 160 |
| COLLEGE TOTAL | 3,137 | 99 | 3,038 |
| BCIT Day | 1,160 | 48 | 1,112 |
| BCIT Night | 1,318 | 30 | 1,288 |
| BCIT TOTAL | 2,478 | 78 | 2,400 |
| PROVINCE TOTAL | 5,615 | 177 | 5,438 |

* These students responded in Question 12 of the Information Sheet that their current activity was "student", either full or part-time, and listed one of the B.C. Community colleges or BCIT as their current institution in Question 11. These were removed from the respondent population in order to obtain a "non-continuing" respondent group.

TABLE 9
RESPONDENT POPULATION BY AGE AND SEX

| Institution | | College Age[a] (N) | | | Adult Age[a] (N) | | | | Total by Sex[a] | Total Replies (N) | College Age[b](%) | | | Adult Age[b](%) | | | | Total by Sex[b](%) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 18 | 18-24 | Sub Total | 25-34 | 35-44 | 44 | Sub Total | | | 18 | 18-24 | Sub Total | 25-34 | 35-44 | 44 | Sub Total | |
| Camosun | M | 1 | 68 | 69 | 38 | 5 | 9 | 52 | 121 | 257 | 0.8 | 56.2 | 57.0 | 31.4 | 4.1 | 7.4 | 42.9 | 47.1 |
| | F | - | 78 | 78 | 34 | 14 | 8 | 56 | 134 | | - | 58.2 | 58.2 | 25.4 | 10.4 | 6.0 | 41.8 | 52.1 |
| Capilano | M | - | 53 | 53 | 32 | 7 | 15 | 54 | 107 | 372 | - | 48.6 | 48.6 | 29.4 | 6.4 | 13.8 | 49.6 | 28.8 |
| | F | 1 | 100 | 101 | 84 | 48 | 25 | 157 | 258 | | 0.4 | 38.8 | 39.2 | 32.6 | 18.6 | 9.7 | 60.9 | 69.4 |
| Cariboo | M | - | 22 | 22 | 28 | 18 | 9 | 55 | 77 | 269 | - | 28.6 | 28.6 | 36.4 | 23.4 | 11.7 | 71.5 | 28.6 |
| | F | - | 93 | 93 | 52 | 30 | 11 | 93 | 186 | | - | 50.0 | 50.0 | 28.0 | 16.1 | 5.9 | 50.0 | 69.1 |
| Douglas | M | - | 75 | 75 | 46 | 9 | 6 | 61 | 136 | 410 | - | 55.1 | 55.1 | 33.8 | 6.6 | 4.4 | 44.8 | 33.2 |
| | F | - | 124 | 124 | 89 | 48 | 11 | 148 | 272 | | - | 45.4 | 45.4 | 32.6 | 17.6 | 4.0 | 54.2 | 66.3 |
| Malaspina | M | - | 40 | 40 | 35 | 26 | 19 | 80 | 120 | 250 | - | 33.3 | 33.3 | 29.2 | 21.7 | 15.8 | 66.7 | 48.0 |
| | F | 1 | 50 | 51 | 35 | 23 | 18 | 76 | 127 | | 0.8 | 39.1 | 39.9 | 27.3 | 18.0 | 14.1 | 59.4 | 50.8 |
| New Caledonia | M | - | 29 | 29 | 16 | 6 | 0 | 22 | 51 | 167 | - | 55.8 | 55.8 | 30.8 | 11.5 | 0.0 | 42.3 | 30.5 |
| | F | - | 39 | 39 | 38 | 29 | 9 | 76 | 115 | | - | 33.9 | 33.9 | 33.0 | 25.2 | 7.8 | 66.0 | 68.9 |
| Okanagan | M | 1 | 72 | 73 | 31 | 10 | 7 | 48 | 121 | 324 | 0.8 | 59.5 | 60.3 | 25.6 | 8.3 | 5.8 | 39.7 | 37.4 |
| | F | - | 79 | 79 | 65 | 37 | 18 | 120 | 199 | | - | 39.7 | 39.7 | 32.7 | 18.6 | 9.0 | 60.3 | 61.4 |
| Selkirk | M | - | 47 | 47 | 8 | 3 | 1 | 12 | 59 | 124 | - | 79.7 | 79.7 | 13.6 | 5.1 | 1.7 | 20.4 | 47.6 |
| | F | - | 30 | 30 | 22 | 7 | 6 | 35 | 65 | | - | 46.2 | 46.2 | 33.8 | 10.8 | 9.2 | 53.8 | 52.4 |
| V.C.C. | M | - | 104 | 104 | 29 | 4 | 2 | 35 | 139 | 385 | - | 74.8 | 74.8 | 20.9 | 2.9 | 1.4 | 25.2 | 36.2 |
| | F | 2 | 149 | 151 | 58 | 22 | 14 | 94 | 245 | | 0.8 | 60.8 | 61.6 | 23.7 | 9.0 | 5.7 | 38.4 | 63.8 |
| Fraser Valley | M | - | 26 | 26 | 17 | 7 | 7 | 31 | 57 | 143 | - | 45.6 | 45.6 | 29.8 | 12.3 | 12.3 | 54.4 | 39.9 |
| | F | - | 33 | 33 | 19 | 18 | 14 | 51 | 84 | | - | 38.8 | 38.8 | 22.4 | 21.2 | 16.5 | 60.1 | 58.7 |
| Northwest | M | - | - | 0 | 5 | - | - | 5 | 5 | 48 | - | - | - | 100.0 | - | - | 100.0 | 10.4 |
| | F | - | 21 | 21 | 7 | 9 | 5 | 21 | 42 | | - | 50.0 | 50.0 | 16.7 | 21.4 | 11.9 | 50.0 | 87.5 |
| East Kootenay | M | - | 2 | 2 | 9 | 4 | 1 | 14 | 16 | 60 | - | 12.5 | 12.5 | 56.3 | 25.0 | 6.3 | 87.6 | 26.7 |
| | F | - | 10 | 10 | 17 | 12 | 5 | 34 | 44 | | - | 22.7 | 22.7 | 38.6 | 27.3 | 11.4 | 77.3 | 73.3 |
| North Island | M | - | 6 | 6 | 9 | 3 | 6 | 18 | 24 | 69 | - | 25.0 | 25.0 | 37.5 | 12.5 | 25.0 | 75.0 | 34.8 |
| | F | - | 6 | 6 | 19 | 12 | 6 | 37 | 43 | | - | 14.0 | 14.0 | 44.2 | 27.9 | 14.0 | 86.1 | 62.3 |
| Northern Lights | M | - | 11 | 11 | 8 | 8 | 3 | 19 | 30 | 160 | - | 36.7 | 36.7 | 26.7 | 26.7 | 10.0 | 63.4 | 18.8 |
| | F | 2 | 26 | 28 | 56 | 28 | 14 | 98 | 126 | | 1.6 | 20.6 | 22.2 | 44.4 | 22.2 | 11.1 | 77.7 | 78.8 |
| BCIT Day | M | 1 | 556 | 557 | 162 | 11 | 0 | 173 | 730 | 1112 | 0.1 | 76.2 | 76.3 | 22.2 | 1.5 | 0.0 | 23.7 | 65.7 |
| | F | - | 307 | 307 | 58 | 5 | 1 | 64 | 371 | | - | 82.5 | 82.5 | 15.6 | 1.3 | 0.3 | 17.2 | 33.4 |
| BCIT Night | M | 1 | 112 | 113 | 331 | 138 | 63 | 532 | 645 | 1288 | 0.2 | 17.4 | 17.6 | 51.3 | 21.4 | 9.8 | 82.5 | 50.1 |
| | F | - | 157 | 157 | 280 | 111 | 78 | 469 | 626 | | - | 25.1 | 25.1 | 44.7 | 17.7 | 12.5 | 74.9 | 48.6 |
| PROVINCE TOTAL | M | 4 | 1223 | 1227 | 804 | 259 | 148 | 1211 | 2438 | 5438 | 0.2 | 50.1 | 50.3 | 32.9 | 10.6 | 6.1 | 49.6 | 44.8 |
| | F | 6 | 1302 | 1308 | 933 | 453 | 243 | 1629 | 2937 | | 0.2 | 44.3 | 44.5 | 31.7 | 15.4 | 8.3 | 55.4 | 54.0 |

a May differ from total due to sex not reported.
b Percentage based on total replies; percentages may not sum to 100 because of sex not being reported.

are relatively small and may be ignored. For the individual institutions, however, significant differences were found in five institutions. Northern Lights, New Caledonia, Douglas, Fraser Valley and BCIT all had females responding more frequently than males and older students responding more frequently than younger students. Results for these institutions are thus biased by the reporting from these groups and this should be kept in mind when interpreting results for these institutions. The results of these tests by institution are shown in Table 10.

The withdrawal status of students (i.e., student withdrew from the program during the session) was available for only six colleges and the graduate status (i.e., student applied for and received certificate or diploma) was available for only three colleges. Where statistical differences on these two variables did occur between the respondent and non-respondent populations, the graduate was more likely to be a respondent and the withdrawal student was more likely to be a non-respondent. However, so little information is available on these two parameters that no real assessment of the impact of this apparent bias can be made. It is possible that the provincial results are slightly biased by the responses from graduates and lack of responses from withdrawal students.

5. Respondent Characteristics By Discipline Cluster

Students in this study were categorized into 20 career/technical discipline clusters. Further, results were tabulated within each discipline for: a) one-year college program; b) two-year college program; c) BCIT day program; and, d) BCIT night courses. It was therefore of interest to examine possible non-response biases within these discipline clusters as well as at the institutional level described in the previous section. Hence, the sex, age, and age group characteristics of the respondent and non-respondent populations were tested by discipline cluster using the statistical tests described in Chapter II, section 10. The results of these tests are shown in Table 11. The hypotheses that there were no significant differences in these variables at the discipline level had to be rejected in only a few instances.

TABLE 10
CHI-SQUARE TEST RESULTS - RESPONDENT POPULATION
COMPARED WITH NON-RESPONDENT POPULATION BY INSTITUTION

Statement of Hypothesis $H_0$: There are no statistically significant differences between respondent and non-respondent populations according to:

| Institution | a) Sex | b) Age | c) Age Group | d) Withdrawal Status | e) Graduate Status |
|---|---|---|---|---|---|
| Camosun | - | - | - | n/a | n/a |
| Capilano | - | - | - | n/a | n/a |
| Cariboo | - | - | - | n/a | n/a |
| Douglas | - | R | - | n/a | n/a |
| Malaspina | - | - | - | R | n/a |
| New Caledonia | R | R | - | n/a | n/a |
| Okanagan | - | - | - | - | n/a |
| Selkirk | n/a | n/a | n/a | n/a | n/a |
| VCC | n/a | n/a | n/a | n/a | n/a |
| Fraser Valley | - | R | - | n/a | n/a |
| Northwest | - | - | - | - | - |
| East Kootenay | - | - | - | - | R |
| North Island | n/a | n/a | n/a | n/a | n/a |
| Northern Lights | R | R | R | R | R |
| COLLEGE TOTAL | r | r | - | n/a | n/a |
| BCIT Days | n/a | r | r | R | n/a |
| BCIT Nights | - | R | - | n/a | n/a |
| BCIT TOTAL | - | R | r | n/a | n/a |
| PROVINCE TOTAL | r | r | r | R | R |

Key

R = Using a 0.05 level of significance, the hypothesis $H_0$ would be rejected.

r = While the Chi-square value would suggest rejection of the hypothesis $H_0$ using a 0.05 level of significance, the Cramers V or Phi value is less than 0.10. Thus the observed differences, although statistically significant, are quite small.

n/a = Data not available.

TABLE 11

CHI-SQUARE TEST RESULTS - RESPONDENT POPULATION

COMPARED WITH NON-RESPONDENT POPULATION BY DISCIPLINE CLUSTER

Statement of Hypothesis $H_0$: There are no statistically significant differences between respondent and non-respondent populations according to:

| | a) Sex | | | b) Age | | | c) Age | | | d) Age Group | | | e) Age Group | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Discipline Cluster | 1 yr College Program | 2 yr College Program | BCIT[a] Nights | 1yr College Program | 2yr College Program | TOTAL (1 & 2 yr College) | BCIT Days | BCIT Nights | TOTAL (Days & Nights) | 1 yr College Program | 2 yr College Program | TOTAL (1 & 2 yr College) | BCIT Days | BCIT Nights | TOTAL (Days & Nights) |
| 12 Renewable Resources | - | - | - | - | - | - | - | - | - | - | - | | - | - | - |
| 13 Non-Renewable Resources | | | - | | | | | | | | | | - | - | - |
| 14 Marine | | - | | | - | - | - | | - | | - | | | | |
| 15 Land/air Transport | | | | | | | | | | | | | | | |
| 21 Engineering | - | - | - | - | - | - | - | - | - | - | - | | - | - | - |
| 22 Electrical/Electronic | - | - | - | - | - | - | - | - | - | - | - | | - | - | - |
| 23 Mechanics | - | | - | - | | - | - | - | - | - | | | - | - | - |
| 24 Metal Trades | | | | | | | | | | | | | | | |
| 25 Construction | - | - | - | - | - | - | - | - | - | - | - | | - | - | - |
| 31 Business Admin | - | - | - | - | r | r | - | - | R | - | - | | - | - | R |
| 32 Office Admin | | - | | | - | - | | | | | - | | | | |
| 33 Communication | - | - | - | - | - | - | - | - | - | - | - | | - | - | - |
| 34 Personal Services | - | - | - | - | R | - | - | - | - | - | R | | - | - | - |
| 41 Legal/Social Services | - | - | | - | - | - | | | | - | - | | | | |
| 42 Nursing | - | - | - | - | - | - | - | R | R | - | - | | - | - | - |
| 43 Health | - | - | | - | - | - | - | - | - | - | - | | - | | - |
| 44 Education | - | - | | - | - | - | | | | - | - | | | | |
| 51 Fine Arts | - | R | | R | - | - | | | | R | - | | | | |
| 52 Humanities | | - | | | - | - | | | | | | | | | |
| 61 Basic Develop | - | | | - | | - | | | | - | - | | | | |

Key

R = Using a 0.05 level of significance, the hypothesis $H_0$ would be rejected.

r = While the Chi-square value would suggest rejection of the hypothesis $H_0$ using a 0.05 level of significance, the Cramers V or Phi value is less than 0.10. Thus the observed differences, although statistically significant, are quite small.

a Sex data for BCIT days not available by program.

A sex bias by discipline cluster was found only in Fine Arts, where the females out-responded the males. In the case of age groupings, the hypothesis of "no statistical difference" had to be rejected in three areas. College-age students in Business Administration (one of the largest program disciplines) and in Personal Services out-responded the adult-age students, contrary to the normal pattern observed at the institutional or provincial levels. In the case of Fine Arts, adult-age students sufficiently out-responded the college age student so as to be statistically significant. However, for the vast majority of the discipline clusters, there were no significant differences between responding and non-responding populations on these variables.

# CHAPTER IV
# OBSERVATIONS

Observations from the responses to the Information Sheets are outlined in this chapter. The questionnaire items are grouped into 7 categories for the purpose of this discussion:

- reasons for attending (item nos. 1, 2, 3, 4, 5, 6 and 9);
- discontinuance (item nos. 7 and 8);
- current activity (item nos. 10, 11, 12, 23 and 24);
- finding employment (item nos. 13, 14, 15 and 16);
- type of employment (item nos. 17, 18, 19, 20, 21 and 22);
- assessment of post-secondary experience (item nos. 25 and 26);
- student comments on questionnaires.

The primary focus of these observations is at the provincial level. Since return rates varied across institutions, and because of sampling within the BCIT night student group, responses had to be weighted in order to arrive at a provincial picture. Individual student responses were weighted according to their institution's proportional enrolment contribution to the provincial target population. Table 12 summarizes the weights used.

As reported earlier in Chapter II, data for certain items on the Information Sheet were not available for two of the institutions. BCIT data were not presented for questions 10, 19, 20, 21, 24 and 25 while VCC data were not available for questions 1, 4, 6, 7, 9, 16, 23, 24, 25 and 26. Thus, provincial-level results for the above items exclude these institutions.

TABLE 12
WEIGHTS ASSIGNED TO RESPONSES TO PROVIDE
A PROVINCIAL PICTURE

| INSTITUTION | Target Population | Actual Responses | Weights | Weighted Responses |
|---|---|---|---|---|
| Camosun | 557 | 257 | .6354 | 163 |
| Capilano | 812 | 372 | .6400 | 238 |
| Cariboo | 511 | 269 | .5569 | 150 |
| Douglas | 828 | 410 | .5921 | 243 |
| Malaspina | 549 | 250 | .6438 | 161 |
| New Caledonia | 357 | 167 | .6267 | 105 |
| Okanagan | 689 | 324 | .6235 | 202 |
| Selkirk | 255 | 124 | .6029 | 75 |
| VCC | 665 | 385 | .5064 | 195 |
| Fraser Valley | 357 | 143 | .7319 | 105 |
| Northwest | 104 | 48 | .6352 | 30 |
| East Kootenay | 114 | 60 | .5571 | 33 |
| North Island | 225 | 69 | .9305 | 64 |
| Northern Lights | 426 | 160 | .7806 | 125 |
| COLLEGE TOTAL | 6,449 | 3,038 | - | 1,889 |
| BCIT (days) | 1,911 | 1,112 | .5038 | 560 |
| BCIT (nights-program known) | 1,288 | 532 | .7098 | 378 |
| BCIT (nights-prog. unknown) | 8,906 | 756 | 3.4538 | 2,611 |
| BCIT TOTAL | 12,105 | 2,400 | - | 3,549 |
| PROVINCE TOTAL | 18,554 | 5,438 | - | 5,438 |

Provincial results reported in this chapter are based upon the number of individuals actually responding to each question. Provincial results are also reported in Appendix A1 but there the figures include the "no response" category for each question. Therefore, response percentages will differ between the results reported here and those of Appendix A1.

For each item on the Information Sheet, the responses have been tabulated by sex and age grouping. College age is defined as students 24 years of age or under while adult age includes students 25 years of age and over. In addition, a series of cross-tabulations are provided for various questions to illustrate relationships between certain responses. This is done wherever statistical testing procedures (see Chapter II, section 10) showed statistically significant differences in the distribution of responses among the cells of the cross-tabulation.

Observations are also made concerning institutional variations for each question whenever the statistical testing showed statistically significant differences among institutions. Individual institutional results are reported in Appendix A1.[1] It should be noted that these institutional figures are unweighted whereas the total college, total BCIT and total provincial figures are weighted results.

Appendix A2 contains the provincially-weighted results broken down by discipline cluster. Results are reported for those discipline clusters where the number of respondents in the weighted provincial sample totalled 25 or more. In total, twenty-five discipline clusters qualified (Table 13). On a provincial basis, it was possible to associate a specific career/technical program of study to only 2,694 of the 5,438 respondents. The discipline clusters reported in Table 13 account for 91.5 percent of the respondents for

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1. The general public release of Appendix A1 does not have individual institutional results.

TABLE 13

CAREER/TECHNICAL DISCIPLINE CLUSTERS USED FOR PROVINCIAL REPORTING[a]

| DISCIPLINE CLUSTER | Number Respondents | | | | |
|---|---|---|---|---|---|
| | Colleges | | B.C.I.T. | | |
| | 1 year | 2 years | Day | Night | TOTAL |
| 12 Renewable Resources | - | 39 | 43 | - | 82 |
| 13 Non-Renewable Resources | - | - | 27 | - | 27 |
| 21 Engineering Related | - | - | 69 | - | 69 |
| 22 Elect./Electronic Related | - | 33 | 61 | - | 94 |
| 25 Construction Related | - | - | 29 | - | 29 |
| 31 Business Admin. | 214 | 581 | 169 | 263 | 1,227 |
| 32 Office Admin. | - | 33 | - | - | 33 |
| 33 Communication Arts | - | 76 | 25 | - | 101 |
| 34 Personal Services | - | 25 | 42 | 28 | 95 |
| 41 Legal/Social Services | 80 | 147 | - | - | 227 |
| 42 Nursing | 26 | 118 | - | - | 144 |
| 43 Health Related | - | - | 64 | - | 64 |
| 44 Education Related | 42 | 93 | - | - | 135 |
| 51 Fine Arts Related | - | 139 | - | - | 139 |
| TOTAL RESPONDENTS IN DISCIPLINE CLUSTERS REPORTED | 362 | 1,284 | 529 | 291 | 2,466 |
| PERCENT OF TOTAL FOR WHOM PROGRAM IDENTIFIED[b] | 85.0% | 96.5% | 95.5% | 77.0% | 91.5% |

a Discipline cluster used where the number of respondents in the weighted provincial sample total 25 or more.

b Total 2694 of 5438 respondents had a specific career/technical program identified.

whom program identification was possible. Program identification was not possible for 2,611 of the 2,989 respondents from BCIT night programs. In addition, a further 133 college respondents could not be assigned to particular career/technical programs. Observations concerning discipline cluster variations for each question are made in this chapter whenever statistical testing showed significant differences among discipline clusters.

## 1. Reasons for Attending

Reasons for attending a post-secondary institution were investigated through a series of items on the Information Sheet. These were questions 1, 2, 3, 4, 5, 6 and 9 (see Appendix E1). The responses on these items are reported in this section.

### a) Enrolment status (question 1)

Approximately one-third (32.0%) of the responding students indicated their enrolment status during the 1979/80 period as being full-time (Table 14). This was slightly lower than the 36.7 percent figure indicated in the October 31 reports[2]. College age students were predominantly full-time (61.8%) whereas adult age students were mostly part-time (83.5%). No significant differences in enrolment status were observed between the sexes.

While all institutions had both full-time and part-time students, enrolment on a part-time basis was most evident at North Island, East Kootenay and Northern Lights. Institutions with the lowest percentage of part-time students were Camosun, Selkirk, and Northwest. At BCIT, virtually all the students were enrolled on a full-time basis for the daytime programs while the reverse was observed for those enrolled in evening courses.

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2. Educational Data Services, B.C. Post-Secondary Enrolment Statistics 1979/80, Ministry of Education, Province of British Columbia, Victoria, June, 1980, Table 10.

TABLE 14

PART-TIME/FULL-TIME ENROLMENT,
BY SEX AND AGE*

(Question 1 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Full-time | 33.7 | 30.4 | 61.8 | 16.5 | 32.0 |
| Part-time | 66.3 | 69.6 | 38.2 | 83.5 | 68.0 |
| TOTAL (N) | 2353 | 2692 | 1729 | 3323 | 5052[b] |

[a] Adjusted freqencies, excluding the "no response" category.

[b] May not equal sum of sex or age columns due to unknown or invalid classifications.

* Results not available for VCC; figures exclude this institution.

Part-time enrolment was most prevalent in Business Administration programs where over one-half of the students were studying part-time. Also, one-year college programs dealing with Nursing and Education had high percentages of part-time students.

b) Main objective for attending institution (question 2)

The majority of students had a job-oriented purpose as their main objective for attending a post-secondary institution (Table 15). The largest single group of students, nearly one-third (32.8%), indicated their main objective for attending as "to improve existing job skills." Running a close second, however, was the response "to learn the skills needed for a job," involving over one-quarter of the students (29.5%). Given the college's emphasis on job preparation, this latter figure might be considered rather low.

A similar follow-up study[3] conducted in 1980 on academic program students reported personal interest or enrichment as being the single most important reason for attending college. However, only one in eight career/technical students chose this response (12.5%).

Significant differences in responses were present according to age group but not by sex. College age respondents were more likely to indicate the learning of skills than were adult age respondents. As might be expected, adult age students were more concerned with improving existing job skills.

Significant variations were evident among institutions in the students' main objectives for attending their institutions. Students from Selkirk, Camosun, Northwest and day students from BCIT were more inclined to indicate the response "learning of skills needed for a job" than were students from other institutions. Higher percentages of students from Capilano and Northern Lights than from other institutions listed "personal interest."

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3. Jones, G., Forrester, G., Dennison, J. A Follow-Up Study of Non-Transfer, Academic Students from the British Columbia Community Colleges: Technical Report, B.C. Research, Vancouver, B.C., June, 1980, pg. 50.

Table 15

MAIN OBJECTIVE FOR ATTENDING INSTITUTION, BY SEX AND AGE

(Question 2 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Learn skills | 31.6 | 27.7 | 44.9 | 21.2 | 29.5 |
| Complete certificate | 9.6 | 10.5 | 8.0 | 11.4 | 10.2 |
| Improve existing skills | 31.9 | 33.7 | 13.5 | 43.3 | 32.8 |
| Decide on career | 10.0 | 11.8 | 19.7 | 6.3 | 11.0 |
| Study till job available | 1.4 | 0.5 | 0.6 | 1.1 | 0.9 |
| Personal interest | 12.0 | 13.0 | 7.7 | 15.1 | 12.5 |
| Transfer to tech.institute | 0.9 | 0.5 | 1.4 | 0.3 | 0.7 |
| Transfer to university | 2.1 | 1.6 | 3.1 | 1.2 | 1.8 |
| Prepare for specialized education* | 0.4 | 0.4 | 0.9 | 0.1 | 0.4 |
| No main objective* | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 |
| Other* | 0.1 | 0.2 | 0.3 | 0.1 | 0.1 |
| TOTAL (N) | 2391 | 2682 | 1786 | 3293 | 5079[b] |

[a] Adjusted freqencies, excluding the "no response" category.

[b] May not equal sum of sex or age columns due to unknown or invalid classifications.

* Category used in VCC study but not in provincial study.

While variations among discipline clusters did exist, these were not impressive. In the case of Business Administration programs, the "improvement of existing job skills" was an objective for more respondents than the learning of skills needed for a job. While personal interest was not of overall importance, it rated relatively high for students from Legal and Social Services, Nursing, Fine Arts and one-year Business Administration.

Cross-tabulations of the "main objective for attendance" with "attainment of objectives" are shown in Table 16. Students with the main objectives of "learning the skills needed for a job" and "personal interest" were more likely to attain these objectives than those having other reasons. Students listing the objectives of "completing certification requirements" and "to transfer to a technical institute" were the most likely to say they still hoped to attain their objectives in the future. Students using a career/technical program to "decide on a career" tended to change their objectives more frequently than other students.

Table 17 shows the "main objective for attendance" tabulated against the "length of prior work experience." A somewhat unexpected observation was the fact that a large percentage of the students (44.0%) who indicated their objective as being "learning the skills needed for a job" already had prior work experience related to their training. The importance of these career/technical programs serving as a mechanism for upgrading becomes even clearer when one considers those students listing the objective "to improve existing job skills." Over one-half of these students (56.8%) had three years of related work experience or more. On the other hand, students taking career/technical programs for personal interest or as stepping stones to university or a technical institute generally had no prior work experience related to their training.

The "main objective for attendance" was also cross-tabulated against the students' "educational goal" (Table 18). Just under one-half of the respondents (45.7%) whose main objective was to improve existing job skills did not plan to take the full program but rather complete only one or two

TABLE 16

CROSS TABULATION OF RESPONSES - MAIN OBJECTIVE
FOR ATTENDING POST-SECONDARY INSTITUTION (QUESTION 2)
VS. ATTAINMENT OF OBJECTIVE (QUESTION 3)

(Row Percentages)

| Quest. 2 \ Quest. 3 | | Objective Attained 1 | Not Attained 2 | Hope to in Future 3 | Changed Objective 4 | Total (N) |
|---|---|---|---|---|---|---|
| Learn skills | 1 | 57.1 | 7.9 | 26.2 | 8.7 | 1,497 |
| Complete certificate | 2 | 44.1 | 7.3 | 43.0 | 5.7 | 515 |
| Improve existing skills | 3 | 48.1 | 8.1 | 36.5 | 7.2 | 1,660 |
| Decide on career | 4 | 32.3 | 9.1 | 38.2 | 20.4 | 548 |
| Study until job available | 5 | 31.6 | 27.9 | 29.1 | 11.4 | 48 |
| Personal interest | 6 | 53.6 | 8.9 | 29.4 | 8.1 | 633 |
| Transfer to technical institute | 7 | 23.4 | 15.2 | 49.8 | 11.6 | 33 |
| Transfer to university | 8 | 43.9 | 13.3 | 35.1 | 7.7 | 96 |
| Prepare for specialized education* | 9 | 83.3 | 0.0 | 2.4 | 14.3 | 21 |
| No main objective* | 10 | 100.0 | 0.0 | 0.0 | 0.0 | 1 |
| Other* | 11 | 71.4 | 0.0 | 21.4 | 7.1 | 7 |
| TOTAL (N) | | | | | | 5,059 |

* Category used in VCC study but not in provincial study.

TABLE 17

CROSS TABULATION OF RESPONSES - MAIN OBJECTIVE
FOR ATTENDING POST-SECONDARY INSTITUTION (QUESTION 2)
VS. LENGTH OF PRIOR "WORK EXPERIENCE" (QUESTION 5)

(Row Percentages)

| Quest. 2 \ Quest. 5 | | No Experience 1 | Less Than One Year 2 | One to Two Years 3 | Three Years or More 4 | Total (N) |
|---|---|---|---|---|---|---|
| Learn skills | 1 | 55.9 | 20.4 | 11.3 | 12.3 | 1,509 |
| Complete certificate | 2 | 29.2 | 12.0 | 20.3 | 38.5 | 516 |
| Improve existing skills | 3 | 9.4 | 11.3 | 22.5 | 56.8 | 1,673 |
| Decide on career | 4 | 65.6 | 15.5 | 10.6 | 8.3 | 555 |
| Study until job available | 5 | 66.1 | 1.2 | 18.9 | 13.8 | 48 |
| Personal interest | 6 | 59.6 | 10.1 | 5.9 | 24.4 | 630 |
| Transfer to technical institute | 7 | 60.8 | 11.2 | 5.8 | 22.3 | 34 |
| Transfer to university | 8 | 50.9 | 15.4 | 16.9 | 16.8 | 96 |
| Prepare for specialized education* | 9 | 90.5 | 0.0 | 0.0 | 9.5 | 21 |
| No main objective* | 10 | 100.0 | 0.0 | 0.0 | 0.0 | 1 |
| Other* | 11 | 64.3 | 0.0 | 0.0 | 35.7 | 7 |
| TOTAL (N) | | | | | | 5,090 |

* Category used in VCC study but not in provincial study.

TABLE 18

CROSS TABULATION OF RESPONSES - MAIN OBJECTIVE
FOR ATTENDING POST-SECONDARY INSTITUTION (QUESTION 2)
VS. EDUCATIONAL GOAL (QUESTION 6)*

(Row Percentages)

| Quest. 2 \ Quest. 6* | | 1 or 2 Courses 1 | Background Courses 2 | Complete Program Part-Time Basis 3 | Complete Program Full-Time Basis 4 | Total (N) |
|---|---|---|---|---|---|---|
| Learn skills | 1 | 10.9 | 13.9 | 16.4 | 58.7 | 1,420 |
| Complete certification | 2 | 4.4 | 9.1 | 51.1 | 35.3 | 512 |
| Improve existing skills | 3 | 45.7 | 15.6 | 29.3 | 9.4 | 1,634 |
| Decide on career | 4 | 8.9 | 25.9 | 18.5 | 46.6 | 527 |
| Study until job available | 5 | 20.8 | 38.5 | 27.6 | 13.1 | 46 |
| Personal interest | 6 | 57.3 | 20.2 | 16.2 | 6.3 | 605 |
| Transfer to technical institute | 7 | 4.6 | 55.1 | 7.9 | 32.4 | 34 |
| Transfer to university | 8 | 4.2 | 31.5 | 32.0 | 32.3 | 96 |
| TOTAL (N) | | | | | | 4,874 |

* Results not available for VCC; figures exclude this institution.

courses. Similar results were observed for students attending for personal interest. Completion of the program on either a full-time or a part-time basis was listed as the educational goal most frequently by students wanting to "complete certification requirements" and "learning the skills needed for a job."

Table 19 shows the "main objective for attendance" tabulated against the students' "graduation status." Overall, graduation rates appear to be rather low. Even for those students whose objective was to complete certification requirements, only 31.5 percent have received their diploma. Apparently, these low rates cannot be explained by the number of students having not yet applied for the certificates to which they are entitled. With but one exception, the majority of these students had not yet finished all the courses they were intending to take. This one exception was with those students whose objective was to learn the skills required for a job. This group of students had the highest graduation rate (46.5%) of all the students.

Table 20 shows the "main objectives for attendance" tabulated against several broad objectives for post-secondary education. As might be expected, students wanting to transfer to a university were more likely than other students to indicate the objective of "acquiring skills involved in critical and constructive thinking." Students attending for personal interest were more likely to list "the development of a broad, general outlook and familiarity with a variety of subjects" than were other students.

Cross-tabulations of the "main objective for attendance" with the student's agreement on selected "institutional characteristics" are shown in Table 21. Since BCIT results were not presented for question 25, these cross-tabulations reflect college totals rather than provincial totals. Students using the college to decide on a career were more likely to report that counselling services were effective. Students wanting to transfer to a university or to study until a job became available were the least likely to rate counselling as effective. However, the latter group, those studying until a job became available, were the group to agree most frequently that career counselling services were readily available.

TABLE 19

CROSS TABULATION OF RESPONSES - MAIN OBJECTIVE
FOR ATTENDING POST-SECONDARY INSTITUTION (QUESTION 2)
VS. GRADUATION STATUS (QUESTION 7)*

(Row Percentages)

| Quest. 2 \ Quest. 7* | | Received Diploma 1 | Haven't Applied 2 | Completed All Courses Intended 3 | Not Completed Courses Intended 4 | Total (N) |
|---|---|---|---|---|---|---|
| Learn skills | 1 | 46.5 | 3.1 | 10.4 | 40.1 | 1,410 |
| Complete certification | 2 | 31.5 | 3.6 | 10.9 | 54.1 | 515 |
| Improve exiscing skills | 3 | 19.5 | 1.8 | 25.6 | 53.1 | 1,653 |
| Decide on career | 4 | 30.6 | 2.1 | 9.9 | 57.4 | 531 |
| Study until job available | 5 | 6.2 | 8.8 | 26.5 | 58.5 | 46 |
| Personal interest | 6 | 12.8 | 1.7 | 31.6 | 54.0 | 613 |
| Transfer to technical institute | 7 | 12.8 | 1.9 | 25.2 | 60.1 | 33 |
| Transfer to university | 8 | 28.5 | 2.7 | 10.3 | 58.6 | 97 |
| TOTAL (N) | | | | | | 4,898 |

* Results not available for VCC; figures exclude this institution.

TABLE 20

CROSS TABULATION OF RESPONSES - MAIN OBJECTIVE
FOR ATTENDING POST-SECONDARY INSTITUTION (QUESTION 2)
VS. BROAD OBJECTIVES (QUESTION 9)*

(Row Percentages)

| Quest. 2 \ Quest. 9* | | Vocational Skills 1 | Critical Thinking 2 | Social Adjustment 3 | Broad Education 4 | Total (N) |
|---|---|---|---|---|---|---|
| Learn skills | 1 | 81.2 | 11.1 | 0.9 | 6.8 | 1,407 |
| Complete certification | 2 | 75.3 | 12.5 | 2.4 | 9.8 | 493 |
| Improve existing skills | 3 | 72.0 | 17.9 | 0.5 | 9.6 | 1,645 |
| Decide on career | 4 | 70.5 | 15.2 | 2.4 | 12.0 | 511 |
| Study until job available | 5 | 82.6 | 5.4 | 1.5 | 10.5 | 46 |
| Personal interest | 6 | 56.8 | 11.8 | 4.3 | 27.0 | 602 |
| Transfer to technical institute | 7 | 71.1 | 14.1 | 2.0 | 12.9 | 33 |
| Transfer to university | 8 | 67.9 | 23.8 | 1.9 | 6.4 | 95 |
| TOTAL (N) | | | | | | 4,832 |

* Results not available for VCC; figures exclude this institution.

TABLE 21

CROSS TABULATION OF RESPONSES - MAIN OBJECTIVE
FOR ATTENDING POST-SECONDARY INSTITUTION (QUESTION 2)
VS. AGREEMENT WITH SELECTED INSTITUTIONAL
CHARACTERISTICS (QUESTION 25)*

(Row Percentages)

| Quest. 25* / Quest. 2 | | Responded "Yes" to: Effective Counselling 3 | Career Counselling Available 4 | Reasonable Admission Requirement 5 | Up-To-Date Facilities 9 | Live in Own Community 10 | Total (N) |
|---|---|---|---|---|---|---|---|
| Learn skills | 1 | 33.1 | 57.7 | 90.3 | 60.1 | 77.6 | 515 |
| Complete certification | 2 | 32.8 | 53.1 | 91.3 | 60.3 | 83.7 | 177 |
| Improve existing skills | 3 | 24.8 | 39.8 | 89.9 | 56.0 | 87.5 | 344 |
| Decide on career | 4 | 38.0 | 58.6 | 93.2 | 59.0 | 76.8 | 170 |
| Study until job available | 5 | 19.5 | 67.0 | 85.3 | 45.5 | 93.1 | 9 |
| Personal interest | 6 | 25.7 | 44.2 | 86.4 | 55.0 | 86.7 | 244 |
| Transfer to technical institute | 7 | 22.3 | 49.4 | 90.5 | 58.6 | 90.1 | 19 |
| Transfer to university | 8 | 18.9 | 43.8 | 90.2 | 54.4 | 77.2 | 42 |
| TOTAL (N) | | | | | | | 1,520 |

* Results not available for VCC and BCIT; figures exclude these institutions.

c) Main objective attained (question 3)

Nearly one-half of the students (49.2%) reported that they had met their main objective for attending their institution (Table 22). A further one-third of the respondents (33.2%) indicated that they still hoped to do so in the future.

No statistical differences were observed by sex or age group. Younger students are as successful as their older counterparts in attaining their objectives. There were, however, statistical differences by institution. Students from VCC, BCIT (day programs) and Selkirk were the most likely to report attainment of their objectives while students from East Kootenay were the least likely. Students from East Kootenay were the most likely to indicate they still hoped to attain their objectives in the future.

Generally, at least one-half of the respondents in all discipline clusters reported the attainment of their objectives. The major exceptions were students enrolled in Business Administration and Personal Service areas. If the hope of attaining their objectives in the future is taken as an indication of the need for continuing education, then these two areas of Business Administration and Personal Services would appear to have the greatest demand. Students in the areas of Nursing and Health-related programs were the most likely to report the attainment of their objectives.

d) Important factors in choice of institution (question 4)

"Institutional reputation" and "close to home" were the two factors listed most frequently by the respondents with 46.6 percent and 43.8 percent, respectively (Table 23). Just over one-third of the respondents (36.3%) reported that their institution was the only one offering the program wanted. Teaching reputation was not as important as might have been expected, with just under one-quarter (23.7%) reporting this factor.

Table 22

OBTAINED MAIN OBJECTIVES FOR ATTENDING INSTITUTION, BY SEX AND AGE

(Question 3 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Objective Attained | 49.6 | 48.8 | 48.9 | 49.5 | 49.2 |
| Not Attained | 9.5 | 7.5 | 8.8 | 8.2 | 8.4 |
| Hope to in future | 33.2 | 33.4 | 30.1 | 34.9 | 33.2 |
| Changed objective | 7.8 | 10.3 | 12.3 | 7.4 | 9.1 |
| TOTAL (N) | 2430 | 2827 | 1836 | 3427 | 5263[b] |

[a] Adjusted freqencies, excluding the "no response" category.

[b] May not equal sum of sex or age columns due to unknown or invalid classifications.

TABLE 23

FACTORS IMPORTANT IN CHOICE OF INSTITUTION, BY SEX AND AGE*

(Question 4 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Responded "Yes" to: | | | | | |
| Teaching reputation | 25.5 | 22.2 | 25.0 | 23.1 | 23.7 |
| Institution reputation | 51.9 | 42.0 | 49.8 | 44.9 | 46.6 |
| Low tuition | 16.9 | 19.9 | 24.1 | 15.7 | 18.6 |
| Close to home | 37.4 | 49.4 | 46.3 | 42.5 | 43.8 |
| Friend going | 5.9 | 6.6 | 8.1 | 5.2 | 6.2 |
| Offers financial aid | 4.3 | 5.0 | 5.3 | 4.3 | 4.7 |
| Intellectual environment | 11.2 | 10.8 | 12.5 | 10.2 | 11.0 |
| Good facilities | 9.5 | 5.5 | 9.3 | 6.5 | 7.4 |
| Parental advice | 3.3 | 3.0 | 8.5 | 0.4 | 3.2 |
| Advice of spouse | 1.5 | 2.4 | 1.5 | 2.2 | 2.0 |
| Advice of counsellor/ teacher | 3.7 | 4.0 | 8.9 | 1.3 | 3.9 |
| Programmes available | 37.4 | 35.3 | 28.4 | 40.4 | 36.3 |
| First choice refused | 1.7 | 1.2 | 3.3 | 0.5 | 1.5 |
| Local employment | 11.5 | 11.6 | 18.3 | 8.1 | 11.5 |
| Institution was there | 18.6 | 24.0 | 22.4 | 21.0 | 21.5 |
| TOTAL (N) | 2374 | 2729 | 1736 | 3372 | 5108[b] |

[a] Adjusted frequencies, excluding the "no response" category. Since multiple responses were allowed, column percentages will not add to 100.0.

[b] May not equal sum of sex or age columns due to unknown or invalid classifications.

* Results not available for VCC; figures exclude this institution.

No significant differences in response rates were evident by age or sex. On an institutional basis, a far greater percentage of BCIT students than college students listed institutional reputation as an important factor (59.1% compared with 16.3%). While there were some differences in the responses by discipline cluster, these differences were not considered to be major.

e) Prior related work experience (question 5)

The majority of former students (60.5%) replied that they had had some prior work experienced related to their post-secondary training (Table 24). For nearly one-third of the students (31.2%), this work experience had been of three or more years' duration.

No significant differences in the responses were calculated by sex. There was, however, a difference by age group. As might be expected, the adult age students tended to have more work experience than did the college age students.

Students at VCC and BCIT (day programs) were more likely to indicate no related work experience than were students from other institutions. On a program basis, related work experience was most evident for the areas of Personal Services, one-year Nursing programs and two-year Education programs. Students in the areas of Non-Renewable Resources, Electrical/Electronics, Communications, and Health were least likely to have prior related work experience.

f) Educational goal (question 6)

Just over one-half of the students (55.4%) indicated the completion of a full program as their educational goal (Table 25). A further 17 percent of the students indicated they were taking background courses in preparation for a career/technical program. Over one-third of the adult age students (36.1%) indicated their goal was to take one or two courses without intending to

TABLE 24

PRIOR "WORK EXPERIENCE" RELATED TO POST-SECONDARY TRAINING PROGRAM, BY SEX AND AGE

(Question 5 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| No experience | 39.1 | 40.0 | 58.6 | 29.3 | 39.5 |
| Less than 1 year | 13.7 | 15.1 | 19.7 | 11.7 | 14.5 |
| 1 to 2 years | 15.7 | 14.2 | 14.4 | 15.1 | 14.8 |
| 3 years or more | 31.5 | 30.7 | 7.3 | 44.0 | 31.2 |
| TOTAL (N) | 2451 | 2844 | 1854 | 3449 | 5302[b] |

[a] Adjusted freqencies, excluding the "no response" category.

[b] May not equal sum of sex or age columns due to unknown or invalid classifications.

TABLE 25

EDUCATIONAL GOAL IN ATTENDING POST-SECONDARY INSTITUTION, BY SEX AND AGE*

(Question 6 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| One or two courses | 25.9 | 29.2 | 11.3 | 36.1 | 27.7 |
| Background courses | 16.3 | 17.6 | 17.7 | 16.6 | 17.0 |
| Complete program, part-time | 25.0 | 24.9 | 12.5 | 31.3 | 24.9 |
| Complete program, full-time | 32.8 | 28.3 | 58.4 | 16.0 | 30.5 |
| TOTAL (N) | 2360 | 2700 | 1730 | 3337 | 5067[b] |

[a] Adjusted freqencies, excluding the "no response" category.

[b] May not equal sum of sex or age columns due to unknown or invalid classifications.

* Results not available for VCC; figures exclude this institution.

complete a full program. This contrasts with only one in ten college age students reporting this goal. Conversely, over one-half of the college age students (58.4%) listed the completion of a career/technical program on a full-time basis whereas the corresponding figure for adult age students was only 16 percent.

Respondents from Northern Lights were more likely to report "to take one or two courses without intending to complete a full program" than were respondents from other institutions. Completion of a program on a part-time basis was most prevalent at East Kootenay and BCIT (night programs). In sharp contrast to this were the students from BCIT (day programs) where 96 percent indicated a goal of program completion on a full-time basis.

Students enrolled in Business Administration programs (with the exception of BCIT day), Legal and Social Services, and Education-related programs were the least likely to indicate the goal of completing their program on a full-time basis. Students in Business Administration programs were also the most likely to look upon their training as background courses in preparation for some career/technical program.

g) Broad objectives for attendance (question 9)

Several broad objectives of post-secondary education were reported in a 1975 study.[4] These objectives may be briefly summarized as:

- Skills and knowledge leading to a job;
- Skills and habits used in critical thinking;
- Social and emotional adjustment;
- A broad, general outlook.

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4. Dennison, J., Tunner, A., Jones, G. and Forrester, G. The Impact of Community Colleges, B.C. Research, Vancouver, B.C., November, 1975, pg. 52, Table 6-4.

In the current follow-up study, students were asked this same question (see Table 26) so that comparisons to the 1975 data could be made. As might be expected, the occupational aspect of post-secondary education was a paramount objective in the minds of the career/technical students, with 72.8 percent choosing "to acquire certain knowledge and techniques applicable to a vocation or field of special interest." This figure is considerably higher than the 42 percent reported for career/technical students in the 1975 study. It is also higher than the 57 percent reported in a 1980 study[5] of non-transfer academic students.

Only minimal differences were observed by both age and sex in the response patterns to this questions. Variations were evident on an institutional basis, with Camosun, Douglas, Selkirk and East Kootenay students most likely to indicate vocational skills while students from Northwest, Northern Lights and North Island were the least likely.

The development of a "broad, general outlook and familiarity with a variety of subjects" was generally not listed as the most important objective by many students. However, again, Business Administration and Personal Service program students tended to differ from other students. Students on these programs listed this "general outlook" objective two to three times more frequently than students from other programs.

n) Summary

The majority of career/technical students expressed job-oriented objectives for attending their post-secondary institution. Their broad objectives for post-secondary education focused on the acquisition of knowledge and techniques applicable to a vocation or field of special interest. However, these job-oriented objectives were almost equally split into two areas.

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5. A Follow-Up Study of Non-Transfer, Academic Students, pg. 65, Table 26.

TABLE 26

MOST IMPORTANT OBJECTIVE FOR ATTENDANCE AT POST-SECONDARY INSTITUTION, BY SEX AND AGE*

(Question 9 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Vocational skills | 70.5 | 74.8 | 75.2 | 71.6 | 72.8 |
| Critical thinking | 16.6 | 12.2 | 11.4 | 15.7 | 14.3 |
| Social adjustment | 1.5 | 1.5 | 1.8 | 1.4 | 1.5 |
| Broad education | 11.4 | 11.4 | 11.6 | 11.3 | 11.4 |
| TOTAL (N) | 2350 | 2654 | 1699 | 3311 | 5010[b] |

[a] Adjusted freqencies, excluding the "no response" category.

[b] May not equal sum of sex or age columns due to unknown or invalid classifications.

* Results not available for VCC; figures exclude this institution.

Many students were seeking pre-employment training, hoping to learn the skills needed for a job. Others wanted to improve existing job skills, basically vocational upgrading. The majority of former students replied that they had had some prior work experience related to their post-secondary training. Many had three or more years of related work experience.

A considerable dichotomy exists in the career/technical student population, a dichotomy between college age students and adult age students. This dichotomy poses difficult problems for curriculum development and for instructional delivery. College age students generally plan to complete their programs on a full-time basis, seek pre-employment training, and bring with them little or no prior related work experience. Conversely, adult age students generally enrol on a part-time basis, want to improve existing job skills, plan to take only one or two courses rather than an entire program, and bring with them three or more years of related work experience.

Not all career/technical programs were alike. Students from Business Administration, Personal Services, Nursing, and Education programs were frequently observed as being different from the rest. Students from Business Administration and Personal Services programs frequently had related work experience and had not yet attained their objectives but hoped to do so in the future. In addition, the Business Administration students were generally seeking the improvement of existing job skills, did not intend to complete an entire program, and were frequently enrolled on a part-time basis. One-year Nursing program students and Education students were also frequently enrolled on a part-time basis, and had related work experience. The Nursing students, however, were the most likely to have attained their objective.

Only one-half of the students stated that completion of a career/technical program was their educational goal. Many were seeking background courses or the completion of only one or two courses. Institutional reputation and closeness to home were the two more dominant factors in the minds of students for selecting a post-secondary institution. BCIT students were nearly unanimous in stating that "institutional reputation" was a factor.

## 2. Discontinuance

The topic of discontinuance or withdrawal from study was addressed by two items on the Information Sheet, questions 7 and 8 (see Appendix E1), and are reported in this section.

### a) Program completion status (question 7)

The student record systems of the post-secondary institutions in British Columbia cannot readily identify those students who are eligible for a certificate or diploma. Instead, the systems rely on eligible students making application for graduation and then a manual assessment is made by the staff of the institution to determine if the student is qualified. Consequently, graduation statistics reported by the institutions are dependent on students actually applying for graduation. Low graduation rates are frequently accounted for by the hypothesis that not all eligible students have applied for graduation. The data in Table 27 would appear to refute this hypothesis. Just over one-quarter of the students (28.5%) reported having received their diploma or certificate. However, only an additional 2.4 percent of the students indicated that they were eligible for graduation but had not yet applied for their certificate.

One-half of the respondents (50.8%) had not yet completed all of the courses they intended to take. The college age student reported non-completion less frequently than adult age students and reported graduation more frequently. There were no statistical differences by sex.

On an institutional basis, a greater proportion of students from BCIT (day programs) replied that they had received their graduation certificate or diploma than did students from other institutions. On a program basis, there were considerable variations. Most notable among these variations were the low graduation rates evident in the Business Administration and Personal Service discipline clusters. As noted in the previous section of this chapter, the educational objectives of the students in these areas also

TABLE 27

GRADUATION STATUS, BY SEX AND AGE*

(Question 7 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Received graduation diploma | 31.5 | 26.0 | 41.1 | 22.1 | 28.5 |
| Haven't applied for diploma | 2.2 | 2.6 | 3.4 | 1.9 | 2.4 |
| Completed all courses intended | 17.5 | 18.9 | 9.6 | 22.8 | 18.3 |
| Not completed all courses intended | 48.8 | 52.6 | 45.8 | 53.3 | 50.8 |
| TOTAL (N) | 2364 | 2714 | 1728 | 3357 | 5085[b] |

[a] Adjusted freqencies, excluding the "no response" category.

[b] May not equal sum of sex or age columns due to unknown or invalid classifications.

* Results not available for VCC; figures exclude this institution.

differed from those of other students. Fewer of the students from these programs indicated the objective of completing a program. They were more likely to take just one or two courses and this may account for the low graduation rates. Generally, the highest rates of attainment were observed for discipline clusters within BCIT day programs.

b) Reasons for not completing all course requirements (question 8)

Approximately one-third of the respondents (31.0%) indicated in question 8 that they had completed all course requirements for graduation (Table 28). This figure is similar to the total 30.9 percent indicated in the previous question. A large number of the students (31.8%) did not give a response to question 8. It might be assumed that these are students who did not intend to complete graduation requirements. In addition to these students, 28.2 percent reported that they had met their objectives for enrolling.

Several reasons for non-completion emerged as being important. "Family obligations," "a change of career goals" and "the program not being what was expected" led the list. However, having "found employment" or "lacking adequate finances" were cited as additional frequent reasons.

When examined on the basis of age group, significant differences were revealed. Over one-third of the adult age students (35.0%) reported that they had met their objectives for attending the institution as compared with only 12.8 percent of the college age students. The other major reason for adult age students was "family obligations," with one-third reporting this reason. On the other hand, for college age students the "change of career goals," "program not what was expected," and "found employment" were the major reasons listed. Females were more likely to list family obligations than were males, and less likely to indicate they had met their objectives.

Table 29 provides a cross-tabulation of "graduation status" with "reason for non-completion." Students who said they hadn't finished all the courses they were intending to take most frequently listed family obligations as the reason for their non-completion.

TABLE 28

REASONS FOR NOT COMPLETING REQUIREMENTS FOR GRADUATION, BY SEX AND AGE

(Question 8 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Not applicable since completed graduation requirements* | 33.3 | 29.0 | 40.9 | 25.7 | 31.0 |
| TOTAL (N) | 2447 | 2889 | 1880 | 3493 | 5373 |
| Met objectives | 33.5 | 23.8 | 12.8 | 35.0 | 28.2 |
| Found employment | 14.0 | 13.3 | 25.1 | 8.6 | 13.6 |
| Lacked finances | 10.3 | 14.1 | 17.5 | 10.0 | 12.3 |
| Family obligations | 24.4 | 30.0 | 14.3 | 33.3 | 27.5 |
| Poor employment opportunity | 5.1 | 4.4 | 6.4 | 3.9 | 4.7 |
| Courses too difficult | 8.7 | 8.9 | 15.4 | 5.9 | 8.8 |
| Dissatisfied with institution | 9.2 | 6.3 | 12.0 | 5.7 | 7.6 |
| Courses not challenging | 4.5 | 3.9 | 5.5 | 3.6 | 4.2 |
| Program not what expected | 15.5 | 16.7 | 26.1 | 11.8 | 16.2 |
| Changed career goals | 17.9 | 20.5 | 28.9 | 15.1 | 19.3 |
| Wanted a program not offered | 7.5 | 9.2 | 8.7 | 8.3 | 8.4 |
| Health problem** | 0.0 | 0.5 | 0.6 | 0.2 | 0.3 |
| TOTAL NOT COMPLETING (N) | 1266 | 1549 | 861 | 1953 | 2815[b] |

[a] Adjusted freqencies, excluding the "no response" category. Since multiple responses were allowed, column percentages will not add to 100.0.

[b] May not equal sum of sex or age columns due to unknown or invalid classifications.

* Percentages here based on total numbers of respondents; remainder of percentages calculated on number of respondents believed to have not completed course requirements.

** Category used in VCC study but not in provincial study.

TABLE 29

CROSS TABULATION OF RESPONSES - GRADUATION STATUS (QUESTION 7)
VS. REASON FOR NON-GRADUATION (QUESTION 8)*

(Row Percentages)

| Quest. 7* \ Quest. 8 | | Met My Objectives | Found Employment | Lacked Finances | Family Obligations | Poor Employment Opportunity | Courses Too Difficult | Dissatisfied With Institution | Courses Not Challenging | Program Not What Expected | Changed Career Goals | Wanted A Program Not Offered | Total Not Completing |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | (N) |
| Haven't applied | 2 | 52.0 | 32.0 | 12.0 | 32.0 | 0.0 | 4.0 | 4.0 | 12.0 | 8.0 | 4.0 | 0.0 | 25 |
| Completed all courses intended | 3 | 76.0 | 13.4 | 1.8 | 7.0 | 2.0 | 2.2 | 3.6 | 3.1 | 8.0 | 12.7 | 7.3 | 552 |
| Not completed all courses intended | 4 | 15.0 | 12.5 | 14.8 | 33.1 | 4.7 | 10.1 | 9.1 | 3.7 | 17.3 | 20.2 | 8.3 | 2,134 |
| TOTAL (N) | | | | | | | | | | | | | 2,711 |

* Results not available for VCC; figures exclude this institution.

c) Summary

According to the students who responded, most of the students who are eligible for graduation do apply for graduation. The apparently low graduation rates are, for the most part, accounted for by the fact that not all students had graduation as an objective. Family obligations and a change of career goals were most often cited as the reason for not completing course requirements for graduation.

3. Current Activity/Employment

For many people, the success of career/technical programs will be reflected in the employability of the products of that system. The students themselves, no doubt, hold this view since, as has been previously shown in this report, job-oriented objectives are uppermost in the minds of the majority of students.

To examine this aspect, a series of questions were used on the Information Sheet. These were questions 10, 11, 12, 23 and 24 (see Appendix E1). These items looked at the current activity of students and, if not employed, the reasons why.

a) Seeking employment related to training (question 10)

Question 10 on the Information Sheet asked students whether they had looked for employment related to their training since leaving their post-secondary institution. One of every ten respondents (9.9%) reported that they were still attending their institution (Table 30). Of the remaining students, 72.2 percent reported that they had looked for related employment. Only minimal differences were evident between the sex and age groups. It should be noted that data were not reported for BCIT students in this question. Therefore, the above results reflect college students only.

TABLE 30

LOOKED FOR EMPLOYMENT RELATED TO POST-SECONDARY TRAINING, BY SEX AND AGE*

(Question 10 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Not applicable, since still attending institution** | 11.2 | 9.3 | 7.9 | 11.6 | 9.9 |
| TOTAL (N) | 635 | 1158 | 836 | 958 | 1794 |
| Have looked | 74.1 | 71.2 | 71.4 | 73.0 | 72.2 |
| Did not seek related employment | 25.9 | 28.8 | 28.6 | 26.9 | 27.8 |
| TOTAL LEAVING INSTITUTION (N) | 564 | 1051 | 770 | 847 | 1617[b] |

[a] Adjusted freqencies, excluding the "no response" category.

[b] May not equal sum of sex or age columns due to unknown or invalid classifications.

* Results not available for BCIT; figures exclude this institution.

** Percentages here based on total numbers of respondents; remainder of percentages calculated on number of respondents believed to have left education.

Students from Malaspina, New Caledonia, North Island and Northern Lights were less likely to have sought employment related to their training. Similarly, students in one-year Business Administration programs and students in two-year programs in the Legal and Social Services, Education and Fine Arts discipline clusters were less likely to have sought employment related to their training.

b) Post-secondary institution in which currently enrolled (question 11)

A total of 1,117 students indicated on question 11 of the Information Sheet the name of the institution that they were currently attending (see comment pertaining to "continuing students" in Chapter III, section 4). Because of the small numbers of students at each of the individual institutions, the results to this question were not broken down by age and sex. Provincial results are available in Appendix A1. The most frequently listed institution was BCIT, with 21.5 percent of the students on the day programs and 15.0 percent on the night programs. The University of British Columbia and Simon Fraser University were the next most frequently listed institutions, with 13.5 percent and 6.0 percent of the students, respectively.

c) Present activity (question 12)

Over two-thirds (67.8%) of the respondents to this item indicated full-time employment as their present activity (Table 31). In addition, a further 19.5 percent were employed part-time or employed and taking education simultaneously. In total 87.3 percent of the respondents were employed. The percentage of students who were unemployed and seeking a job was only 3.6 percent. This figure runs considerably below the 6-7 percent provincial unemployment statistics[6] during the period of the study.

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6. Labour Research Bulletin, Ministry of Labour, Province of British Columbia, Victoria, B.C. May 1981. Volume 9, Number 5.

TABLE 31

CURRENT ACTIVITY, BY SEX AND AGE

(Question 12 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Employed full-time | 77.0 | 59.9 | 67.1 | 68.2 | 67.8 |
| Employed part-time | 2.4 | 8.6 | 4.6 | 6.4 | 5.8 |
| Employed (status unknown)* | 0.3 | 0.7 | 0.5 | 0.5 | 0.5 |
| Employed and student | 12.6 | 13.8 | 13.6 | 13.0 | 13.2 |
| Student full-time | 3.2 | 2.6 | 6.3 | 1.1 | 2.9 |
| Student part-time | 0.0 | 0.5 | 0.3 | 0.3 | 0.3 |
| Student (status unknown)* | 0.1 | 0.7 | 0.3 | 0.5 | 0.4 |
| Household/Family Duties | 0.0 | 7.3 | 1.9 | 5.0 | 3.9 |
| Unemployed, but seeking job | 3.2 | 3.9 | 4.8 | 2.9 | 3.6 |
| Unemployed, and not seeking job | 0.9 | 1.8 | 0.5 | 1.8 | 1.4 |
| Other** | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| TOTAL (N) | 2454 | 2859 | 1861 | 3458 | 5320[b] |

[a] Adjusted freqencies, excluding the "no response" category.

[b] May not equal sum of sex or age columns due to unknown or invalid classifications.

* These categories were derived from responses to other questions on the Information Sheet when question 12 was not completed by the student.

** Category used in VCC study but not in provincial study.

There were only minor differences in employment rates between adult age and college age students, however, major differences were evident between males and females. Employment on a full-time basis was reported by 77 percent of the male respondents, as compared with only 59.9 percent of females.

The highest employment rates, and, in particular, rates of full-time employment, were reported by respondents from BCIT. Close to 90 percent of these students were employed, a figure 10-15 percent higher than that found for most of the community colleges. However, it should be kept in mind that, as reported earlier, a higher percentage of BCIT students had prior related work experience as compared with college students.

Respondents from the Business Administration and Legal and Social Services discipline clusters again demonstrated a different response pattern compared with other program clusters. Students from these areas were less likely to be employed full-time at the time of the survey. Approximately two-thirds of these respondents indicated full-time employment compared with over three-quarters of the respondents from the other clusters. Three other areas, Health, Education and Fine Arts, also reported low rates for full-time employment. Respondents in the Business Administration, Personal Services and Health discipline clusters were the most likely to indicate employment while taking education.

Table 32 presents a cross-tabulation of "present activities" against whether or not the student "sought employment related to his training." Nearly three-quarters (72.1%) of those seeking employment related to their post-secondary training were employed full-time, and a further 19 percent were employed either part-time or employed and taking education. Thus, the total employment rate was 91 percent for these students. This was nearly double the rate for those students who did not seek related employment. In addition, for those seeking related employment, only 4.8 percent were unemployed and seeking a job, while 8.6 percent of those who did not seek related employment were still looking for a job. As BCIT results were not reported for question 10, these figures reflect the college total only.

TABLE 32

CROSS TABULATION OF RESPONSES - LOOKED FOR EMPLOYMENT RELATED
TO POST-SECONDARY TRAINING (QUESTION 10) VS. PRESENT ACTIVITY (QUESTION 12)

(Row Percentages)

| Quest. 12 / Quest. 10* | | Employed Full-Time | Employed Part-Time | Employed (Status Unknown)** | Employed and Education | Student Full-Time | Student Part-Time | Student (Status Unknown)** | House-keeping | Seeking Job | Not Seeking Job | Other*** | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 12 | 3 | 4 | 5 | 45 | 6 | 7 | 8 | 9 | (N) |
| Have looked | 2 | 72.1 | 9.8 | 0.8 | 8.4 | 1.1 | 0.1 | 0.3 | 1.6 | 4.8 | 0.8 | 0.3 | 1,165 |
| Did not seek related employment | 3 | 40.6 | 8.6 | 0.2 | 6.4 | 6.0 | 1.0 | 1.4 | 21.3 | 8.6 | 4.5 | 1.5 | 445 |
| | | | | | | | | | | | | | 1,790 |

* Results not presented for BCIT; figures exclude this institution.

** These categories were derived from responses to other questions on the Information Sheet if question 12 was not completed by the student.

*** Category used in VCC study but not in provincial study.

Cross-tabulations of "present activity" by the "length of time to find present employment" are shown in Table 33. One-half of the respondents employed full-time (50.6%) were already working in their job while studying at their institution. The corresponding figure for students employed part-time was only 39.2 percent.

Table 34 provides a cross-tabulation of "present activity" by "occupational category." Respondents reporting full-time employment were more likely to be in Managerial/Administrative positions and in Clerical-related occupations than in other occupational categories. Respondents with part-time employment were most prevalent in the Medicine/Health fields and in Clerical-related occupations.

d) Reason for non-employment (question 23)

Employed status was reported by 89.0 percent of the respondents to this question (Table 35). This was close to the 87.3 percent figure reported in Question 12, as shown in the previous section. Of the 559 students assumed to be not employed, 39.0 percent listed full-time household/family duties as the reason for their unemployment. Continuation of their education was the reason cited by 19.5 percent. "No openings in the field for which trained" and "laid off from previous job" were each cited as reasons for unemployment by approximately 10 percent of the respondents.

The traditional sex roles were evident in the results to this question, with females listing household/family duties more frequently than males (51.4% compared to 0.7%). Males were far more likely than females to cite "still at school" as their reason for unemployment (40.1% compared with 12.8%). Similar discrepancies were evident between adult age and college age students. Adult age students listed household/family duties more frequently than college age students, while the reverse was true for the reason "still at school." "Program incomplete" was also cited more frequently by males and college age students than by female and adult age students.

TABLE 33

CROSS TABULATION OF RESPONSES - EMPLOYMENT STATUS (QUESTION 12)
VS. LENGTH OF TIME TO FIND JOB (QUESTION 13)

(Row Percentages)

| Quest. 12 \ Quest. 13 | | Not Applicable, Since Still Attending | Had Job While Enrolled | Got Job Before Leaving | Total | Less Than One Month | One to Four Months | Five to Eight Months | More Than Eight Months | Length of Time Unknown** | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | (N) | 4 | 5 | 6 | 7 | 8 | (N) |
| Employed: full-time | 1 | 6.7 | 50.6 | 14.0 | 3,560 | 32.3 | 40.4 | 15.4 | 10.8 | 1.2 | 1,023 |
| Employed: part-time | 2 | 6.1 | 39.2 | 10.1 | 297 | 31.6 | 32.3 | 21.1 | 13.5 | 0.8 | 133 |
| Employed (status unknown)** | 12 | 0.0 | 54.7 | 20.1 | 22 | 40.0 | 40.0 | 20.0 | 0.0 | 0.0 | 5 |
| Employed and taking education | 3 | 34.5 | 36.6 | 11.1 | 677 | 33.9 | 40.5 | 14.9 | 9.9 | 0.8 | 121 |
| | | | | | 4,556 | | | | | | 1,282 |

** This category was derived from responses to other questions on the Information Sheet if question was not completed by the student.





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TABLE 34

CROSS TABULATION OF RESPONSES - EMPLOYMENT STATUS (QUESTION 12)
VS. PRESENT OCCUPATION CATEGORY (QUESTION 17 AND 18)

(Row Percentages)

| Quest. 18 / Quest. 12 | | Managerial, Administrative 11 | Natural Sciences, Engineering 21 | Social Sciences 23 | Teaching 27 | Medicine and Health 31 | Artistic, Performing Arts 33 | Sports and Recreation 37 | Clerical 41 | Sales 51 | Service 61 | Farming, Horti-culture 71 | Fishing, Hunting 73 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Employed: full-time | 1 | 17.1 | 12.3 | 2.7 | 2.8 | 9.2 | 1.7 | 0.6 | 21.1 | 8.4 | 3.9 | 0.7 | 0.3 |
| Employed: part-time | 2 | 4.5 | 1.7 | 3.5 | 7.4 | 29.0 | 4.5 | 1.8 | 20.6 | 11.1 | 5.2 | 0.8 | 0.2 |
| Employed (status unknown)* | 12 | 38.0 | 4.3 | 4.3 | 0.0 | 11.3 | 6.4 | 0.0 | 16.4 | 3.8 | 2.6 | 0.0 | 0.0 |
| Employed and taking education | 3 | 21.3 | 4.8 | 2.5 | 4.1 | 8.9 | 2.1 | 0.7 | 23.6 | 8.5 | 7.4 | 0.8 | 0.0 |

| Quest. 18 (con't) / Quest. 12 | | Forestry, Logging 75 | Mining and Quarrying 77 | Processing 81/82 | Machining 83 | Product Fabri-cating 85 | Construction 87 | Transport Equipment Operation 91 | Material-Handling 93 | Other Crafts + Equipment Operating 95 | Not Elsewhere Classified 99 | Total (N) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Employed: full-time | 1 | 1.6 | 0.2 | 2.3 | 0.3 | 5.0 | 3.1 | 1.9 | 1.4 | 1.4 | 1.9 | 3,553 |
| Employed: part-time | 2 | 0.4 | 0.0 | 0.2 | 1.2 | 1.4 | 1.0 | 0.6 | 0.8 | 0.9 | 2.8 | 296 |
| Employed (status unknown)* | 12 | 2.2 | 0.0 | 0.0 | 0.0 | 4.1 | 4.3 | 0.0 | 0.0 | 2.3 | 0.0 | 28 |
| Employed and taking education | 3 | 0.4 | 0.1 | 0.9 | 0.3 | 4.8 | 3.0 | 1.4 | 0.3 | 0.8 | 3.4 | 694 |
| | | | | | | | | | | | | 4,571 |

* Category was derived from responses to other questions on the Information Sheet if question 12 was not completed by the student.

TABLE 35

REASON FOR NON-EMPLOYMENT,
BY SEX AND AGE*

(Question 23 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Employed ** | 94.2 | 84.4 | 87.2 | 89.9 | 89.0 |
| TOTAL (N) | 2235 | 2706 | 1722 | 3374 | 5069 |
| Haven't Looked | 6.6 | 5.2 | 3.2 | 7.2 | 5.5 |
| Low Pay | 1.5 | 3.1 | 2.3 | 3.0 | 2.9 |
| Laid Off Job | 20.4 | 6.6 | 11.8 | 8.6 | 10.0 |
| No Openings | 11.7 | 10.2 | 12.3 | 9.2 | 10.4 |
| Program Incomplete | 18.2 | 10.7 | 15.5 | 10.7 | 12.5 |
| Unable to Obtain License | 0.7 | 0.2 | 0.5 | 0.3 | 0.4 |
| Still in School | 40.1 | 12.8 | 36.8 | 8.6 | 19.5 |
| Household/Family Duties | 0.7 | 51.4 | 17.7 | 52.5 | 33.0 |
| TOTAL NOT EMPLOYED (N) | 137 | 422 | 220 | 340 | 559[b] |

[a] Adjusted frequencies and excluding the "no response" category.

[b] May not equal sum of sex or age columns, due to unknown or invalid classifications.

* Results not available for VCC; figures exclude this institution.

** Percentages here based on total number of respondents; remaining percentages calculated on number of respondents believed to be unemployed.

e) Willingness to move to another community (question 24)

Question 24 of the Information Sheet asked the students if they would be willing to move to another community to get a job in the field for which they were trained. Table 36 reports the results to this question. As data were not available for VCC and BCIT, the figures in Table 36 exclude these two institutions. Approximately 39 percent of the respondents indicated they were already employed in a related job. Of the remaining 946 students, 21.8 percent indicated they would be willing to move, with a further 32.9 percent stating their willingness to move would depend on where they were moving. Almost half of the respondents (45.2%) stated that they would not be willing to move to another community to get a job related to their training.

As might be expected, female students and adult age students were more place-bound than were males and college age students.

Table 37 shows the cross-tabulation of "present activity" by "willingness to move." Full-time students were the group most willing to move to find a job in their field of training and respondents who were unemployed but seeking a job were the next most willing to move. As might be expected, respondents whose present activity was household/family duties were the group least willing to re-locate.

f) Summary

Over two-thirds of the career/technical students looked for work related to their training after leaving their institution. Employment rates were high, with 68 percent employed full-time and an overall employment rate of 87.3 percent being reported. BCIT and Douglas College had the highest employment rates, close to 90 percent, while the other colleges ran 10-15 percent lower. The single most prevalent reason for being unemployed was stated as full-time household/family duties. This was particularly true for females and adult age students. A large percentage of the students (45%) who were not employed in jobs related to their training indicated that they were place-bound and not willing to move to another community.

TABLE 36

WILLING TO MOVE TO ANOTHER COMMUNITY TO GET JOB FOR WHICH TRAINED, BY SEX AND AGE*

(Question 24 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Not applicable, since already employed in related job** | 40.4 | 38.0 | 31.6 | 44.6 | 38.8 |
| TOTAL (N) | 542 | 1003 | 685 | 861 | 1546 |
| Would move | 30.0 | 17.8 | 28.6 | 15.1 | 21.8 |
| Depends where | 39.9 | 29.3 | 39.2 | 26.6 | 32.9 |
| Would not move | 30.0 | 53.1 | 32.0 | 58.5 | 45.2 |
| TOTAL NOT IN RELATED JOB (N) | 323 | 622 | 469 | 477 | 946[b] |

[a] Adjusted frequencies and excluding the "no response" category.

[b] May not equal sum of sex or age columns, due to unknown or invalid classifications.

* Results not available for VCC and BCIT; figures exclude these institutions.

** Percentages here based on total numbers of respondents; remaining percentages calculated on number of respondents believed to not be employed in related job.

TABLE 37

CROSS-TABULATION OF RESPONSES - UNEMPLOYMENT STATUS (QUESTION 12) VS. WILLINGNESS TO MOVE TO ANOTHER COMMUNITY TO GET JOB FOR WHICH TRAINED (QUESTION 24)*

(Row Percentages)

| Quest. 12 \ Quest. 24* | | Willingness to Move to Get Job 2 | Willing to Move Depending Where 3 | Not Willing To Move 4 | Total (N) |
|---|---|---|---|---|---|
| Student full-time | 4 | 43.3 | 48.8 | 7.9 | 42 |
| Student part-time | 5 | 0.0 | 30.4 | 69.6 | 6 |
| Student (status unknown)** | 45 | 11.4 | 33.4 | 55.2 | 11 |
| Housekeeping | 6 | 4.4 | 9.4 | 86.3 | 108 |
| Unemployed, but seeking job | 7 | 24.7 | 43.5 | 31.8 | 84 |
| Unemployed and not seeking job | 8 | 9.8 | 16.6 | 69.1 | 31 |
| TOTAL (N) | | | | | 282 |

* Results not available for VCC and BCIT; figures exclude these institutions.

** Category was derived from responses to other questions on the Information Sheet if question 12 was not completed by student.

## 4. Finding Employment

Four items on the Information Sheet related directly to the task of finding employment. These were questions 13, 14, 15 and 16 (Appendix E1). The results on these questions are reported in this section.

### a) Length of time to find present job (question 13)

Nearly one-half of the respondents who were employed (47.8%) were already working in their job while still enrolled at their institution (Table 38). A further 13.4 percent of the respondents had located their job prior to leaving school. In addition, 10.6 percent of the employed respondents were still attending their institution.

Of the 1,275 students who found their job after leaving their institution, 32.1 percent took less than one month and a total of 71.9 percent took less than four months to locate their job. The length of time to obtain employment differed little between the sexes. However, as might be expected, the adult age student was far more likely to have had the job while still enrolled at the institution (57.7% of the adults compared with 28.8% of the college age students). For students seeking a job after leaving their institution, there was little difference by age.

When examined by institution, BCIT night students and North Island students were more likely to be employed while still enrolled at their institution. Malaspina had the highest frequency of students requiring more than eight months to find employment.

On a program basis, students from one-year college Nursing programs and Business Administration programs, together with students on all BCIT night programs, were the most likely to have been working in their jobs while still enrolled. While students from most programs obtained jobs within what might be considered a reasonable amount of time, the highest proportion of respondents taking over eight months to find a job occurred in two-year college Education, Fine Arts and Communications as well as both one and two-year Legal and Social Services programs.

TABLE 38

LENGTH OF TIME TO FIND JOB AFTER LEAVING INSTITUTION, BY SEX AND AGE

(Question 13 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Not applicable, since still attending institution* | 10.9 | 10.5 | 7.3 | 12.4 | 10.6 |
| Had job while enrolled* | 48.1 | 47.5 | 28.8 | 57.7 | 47.8 |
| Got job before leaving* | 15.4 | 11.4 | 18.7 | 10.6 | 13.4 |
| TOTAL (N) | 2223 | 2294 | 1557 | 2967 | 4525 |
| Less than one month | 28.1 | 34.8 | 31.4 | 32.8 | 32.1 |
| One to four months | 39.2 | 40.7 | 43.7 | 35.1 | 39.8 |
| Five to eight months | 18.5 | 14.4 | 15.1 | 17.5 | 16.2 |
| More than eight months | 13.7 | 8.4 | 8.5 | 13.3 | 10.7 |
| Lenth of Time Unknown** | 0.9 | 1.6 | 1.3 | 1.2 | 1.3 |
| TOTAL FOUND JOB AFTER LEAVING (N) | 569 | 702 | 703 | 573 | 1275[b] |

[a] Adjusted freqencies, excluding the "no response" category.

[b] May not equal sum of sex or age columns due to unknown or invalid classifications.

* Percentages here based on total numbers of respondents; remaining percentages calculated on number of respondents believed to have found job after leaving education.

** Category derived from responses to other questions on the Information Sheet when question 13 was not completed by the student.

Table 39 shows a cross-tabulation of whether or not students "sought employment related to their training" by the "length of time to find their present employment." From this table, it can be seen that students who sought related employment took, on average, slightly less time to find employment. However, students who did not seek related employment were more likely to be already working in a job while enrolled at their institution than were students who sought related employment.

b) Location of present job (question 14)

As might be expected, the majority of the respondents were employed in the Lower Mainland Region (Table 40). Adult age students and males were more likely to be employed in the Lower Mainland than were college age students and females.

Table 41 provides a cross-tabulation of the "geographic location of employment" against the location of the "post-secondary institution attended." For the most part, at least three-quarters of the employed respondents were located in the general geographic region of their post-secondary institution. There were, however, two notable exceptions. Selkirk College had only two-thirds of their employed students working in the Kootenay region, and BCIT day programs had similar percentages employed in the Lower Mainland. Given the current job market situation in the northeast corner of the Province, it was not surprising to see 90 percent of Northern Lights employed students remaining in the Peace River area. The high figure of 92 percent of BCIT night students employed within the Lower Mainland is understandable when one remembers that the majority of their students were part-time and had a considerable amount of prior work experience. In general terms, it would appear from Table 41 that the institutions are providing career/technical programs appropriate for the employment opportunities within their corresponding geographic areas.

TABLE 39

CROSS TABULATION OF RESPONSES - LOOKED FOR EMPLOYMENT RELATED TO POST-SECONDARY TRAINING (QUESTION 10) VS. LENGTH OF TIME TO FIND JOB (QUESTION 13)

(Row Percentages)

| Quest. 10* \ Quest. 13 | | Not Applicable, Since Still Attending | Had Job While Enrolled | Got Job Before Leaving | Total | Less Than One Month | One to Four Months | Five to Eight Months | More Than Eight Months | Length of Time Unknown** | Total Found Job After Leaving |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | (N) | 4 | 5 | 6 | 7 | 8 | (N) |
| Have looked | 2 | 0.5 | 33.4 | 15.9 | 1,030 | 31.0 | 39.5 | 16.4 | 11.0 | 2.1 | 517 |
| Did not seek related employment | 3 | 0.5 | 40.5 | 6.3 | 232 | 26.8 | 38.2 | 15.5 | 15.5 | 4.1 | 123 |
| | | | | | 1,403 | | | | | | 640 |

* Results not presented for BCIT; figures exclude this institution.

** Category derived from responses to other questions on the Information Sheet if question 13 not completed by the student.

TABLE 40

GEOGRAPHIC LOCATION OF EMPLOYMENT, BY SEX AND AGE

(Question 14 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Peace River and Northeast B.C. | 1.2 | 2.8 | 1.9 | 2.1 | 2.0 |
| Northwest B.C. | 1.0 | 1.3 | 2.0 | 0.7 | 1.2 |
| Central Coast | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 |
| Okanagan | 2.9 | 4.6 | 5.8 | 2.7 | 3.8 |
| Kootenay | 1.5 | 2.7 | 2.8 | 1.8 | 2.1 |
| Central B.C. | 4.2 | 5.4 | 5.7 | 4.4 | 4.8 |
| Vancouver Island | 7.5 | 7.9 | 9.6 | 6.7 | 7.7 |
| Lower Mainland | 72.5 | 68.9 | 62.8 | 74.7 | 70.6 |
| Fraser Valley | 4.9 | 3.6 | 4.3 | 4.1 | 4.2 |
| Canada, not B.C. | 3.5 | 2.0 | 4.4 | 1.9 | 2.7 |
| Outside Canada | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| TOTAL (N) | 2216 | 2297 | 1527 | 2994 | 4521[b] |

[a] Adjusted freqencies, excluding the "no response" category.

[b] May not equal sum of sex or age columns due to unknown or invalid classifications.

TABLE 41

CROSS TABULATION OF RESPONSES - GEOGRAPHIC LOCATION OF EMPLOYMENT
(QUESTION 14) VS. POST-SECONDARY INSTITUTION ATTENDED

(Column Percentages)

| Quest. 14 / Post-Secondary Institution | | Northern Lights | Northwest | Okanagan | East Kootenay | Selkirk | Cariboo | CNC | Camosun | Malaspina | North Island | Capilano | Douglas | VCC | BCIT-day | BCIT-night | Fraser Valley | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Peace River and N.E. B.C. | 1 | 90 | 4 | 1 | - | 1 | - | 6 | 1 | - | - | - | - | 1 | 2 | - | - | |
| Northwest B.C. | 2 | 5 | 71 | - | - | 5 | 1 | 6 | 1 | 3 | - | - | - | 1 | 2 | - | 2 | |
| Central Coast | 3 | - | 17 | 1 | - | - | - | - | - | 6 | - | - | - | 2 | - | - | - | |
| Okanagan | 4 | - | - | 79 | - | - | - | - | - | - | - | - | - | 3 | 3 | - | - | |
| Kootenays | 5 | 3 | 4 | 3 | 88 | 66 | - | - | - | - | 2 | - | - | | 2 | - | - | |
| Central B.C. | 6 | - | - | - | - | 4 | 78 | 81 | - | - | - | - | - | 3 | 5 | - | - | |
| Vancouver Island | 7 | - | - | - | 2 | - | - | - | 79 | 72 | 93 | - | - | 3 | 8 | - | - | |
| Lower Mainland | 8 | - | - | 6 | 2 | 11 | - | 5 | 8 | 9 | 4 | 89 | 87 | 81 | 67 | 92 | 14 | |
| Fraser Valley | 9 | - | - | - | - | - | - | - | - | - | - | - | 5 | - | 4 | 3 | 79 | |
| Canada, not B.C. | 10 | 1 | 4 | 7 | 8 | 10 | 7 | - | 6 | 3 | 2 | 2 | 3 | 5 | 7 | 1 | 3 | |
| Outside Canada | 11 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| TOTAL (N) | | 86 | 15 | 163 | 28 | 61 | 120 | 80 | 135 | 130 | 52 | 186 | 213 | 76 | 486 | 2642 | 86 | 4,558 |

c) How present job was found (question 15)

Two-fifths of the employed respondents reported that they had their present job prior to attending their institution and that they continued in this job (Table 42). In terms of methods used in finding a job, individual iniative still appears as the most important, with 20.5 percent of the students reporting this method. Newspaper ads and referrals by friends or relatives each accounted for approximately 9 percent.

The on-campus offices of the Canada Employment Centre (formerly Manpower) played a relatively small part in finding a job for these students. The low figure of 3.3 percent of students indicating instructor referral was somewhat surprising.

Significant differences were evident in the response patterns by sex and by age group. The Canada Employment Centre was quoted more frequently by males and by college age students than by females and adult age students.

BCIT (night) and North Island had the greatest pecentage of their students employed prior to attending the institution. Nearly one-half of the respondents indicated this. The on-campus Canada Employment Centre was credited by the students as the method used to find employment more frequently at BCIT (day programs) than at the other institutions. Depending on the particular program, from 25 to 40 percent of the BCIT students used this particular method. Two-fifths of the students from Health-related programs indicated they found employment through their practicum or clinical experience.

d) Usefulness of training in getting present job (question 16)

Keeping in mind that one-third of the respondents had a job prior to attending their institution, it was not too surprising that 30.3 percent of the former students indicated their training was "not useful in getting their present job" (Table 43). Over one-third of the students (36.5%) indicated their training was either "very useful" or that they "could not have got the job without it."

TABLE 42

METHOD USED TO FIND PRESENT JOB,
BY SEX AND AGE

(Question 15 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Had job before | 41.8 | 39.3 | 19.4 | 51.6 | 40.6 |
| Canada Employment Centre | 7.0 | 3.7 | 10.5 | 2.6 | 5.3 |
| Practicum, clinical experience | 1.7 | 5.6 | 6.2 | 2.4 | 3.7 |
| Union | 1.4 | 0.9 | 1.3 | 1.1 | 1.2 |
| Newspaper Ad. | 10.1 | 9.1 | 9.8 | 9.5 | 9.6 |
| On my own | 18.8 | 22.3 | 24.6 | 18.5 | 20.5 |
| Instructor referral | 3.4 | 3.2 | 4.8 | 2.4 | 3.3 |
| Relative/ Friend | 9.4 | 8.4 | 15.7 | 5.4 | 8.9 |
| Other | 6.4 | 7.4 | 7.7 | 6.5 | 6.9 |
| TOTAL (N) | 2197 | 2286 | 1539 | 2951 | 4490[b] |

[a] Adjusted freqencies, excluding the "no response" category.

[b] May not equal sum of sex or age columns due to unknown or invalid classifications.

TABLE 43

USEFULNESS OF POST-SECONDARY TRAINING
IN GETTING PRESENT JOB, BY SEX AND AGE*

(Question 16 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Not useful | 30.7 | 29.9 | 25.8 | 32.8 | 30.3 |
| Of very little use | 6.5 | 8.2 | 8.0 | 7.0 | 7.3 |
| Useful to some extent | 24.6 | 27.1 | 25.8 | 25.9 | 25.8 |
| Very useful | 17.6 | 14.4 | 15.3 | 16.4 | 16.0 |
| Essential | 20.5 | 20.4 | 25.1 | 18.1 | 20.5 |
| TOTAL (N) | 2078 | 2070 | 1454 | 2702 | 4155[b] |

[a] Adjusted freqencies, excluding the "no response" category.

[b] May not equal sum of sex or age columns due to unknown or invalid classifications.

* Results not available for VCC; figures exclude this institution.

On an institutional basis, a greater percentage of BCIT (day program) respondents than other respondents replied that they could not have attained their present job without their post-secondary training. Similarly, students from Health, Nursing, Engineering, Electrical and Construction discipline clusters were the most likely to report their post-secondary training as essential.

Table 44 presents a cross-tabulation of question 20 against the relationship between the present job and the training program. The majority of the students who listed their training as not useful in getting their present job also reported that their job was not related to their training. Conversely, the students who considered their training as essential to getting the job were most apt to be in occupations they considered related to their training.

e) Summary

A large percentage of the respondents (47.8%) were already working in their present job while still enrolled at the institution. The majority (69.9%) of the remaining students found employment within four months of leaving their institution. At least three-quarters of the employed respondents found jobs in the general geographic region of their post-secondary institution. Individual initiative was the most often cited method used in obtaining employment, although the Canada Employment Centre played a major part for BCIT (day program) students. One-third of the respondents indicated their post-secondary training was either very useful or essential in obtaining their present job, and one-third of the students said it was not useful. Students listing their post-secondary training as not useful were generally in jobs which they rated as not related to their post-secondary training.

5. Type of Employment

Six of the items on the Information Sheet focused on the type of employment in which the students were engaged. These were questions 17, 18, 19, 20, 21 and 22 (Appendix E1). This section reports the findings from these questions.

TABLE 44

CROSS-TABULATION OF RESPONSES - USEFULNESS OF POST-SECONDARY TRAINING IN GETTING PRESENT JOB (QUESTION 16) VS. RELATIONSHIP OF PRESENT JOB TO TRAINING (QUESTION 20)

(Row Percentages)

| Quest. 20** / Quest. 16* | | Related | Related to Some Extent | Not Related | Total |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | (N) |
| Not useful | 1 | 16.1 | 25.2 | 58.7 | 394 |
| Of very little use | 2 | 11.8 | 46.5 | 41.7 | 92 |
| Useful to some extent | 3 | 33.0 | 56.9 | 10.1 | 288 |
| Very useful | 4 | 73.2 | 24.3 | 2.6 | 214 |
| Essential | 5 | 83.9 | 14.1 | 2.0 | 287 |
| TOTAL (N) | | | | | 1,275 |

* Results not available for VCC; figures exclude this institution.

** Results not presented for BCIT; figures exclude this institution.

a) Present occupation (questions 17 and 18)

Question 17 asked the students "In what kind of business or industry is your present job?" Question 18 asked "What is your present occupation or what kind of work do you do?" Using the responses to these two questions combined, an occupational category was assigned by the research team to each of the respondents using the Canadian Classification and Dictionary of Occupations (CCDO) coding scheme. Table 45 shows the results of these categorizations.

The largest single group of respondents (21.5%) were employed in Clerical and related occupations. Some 17.0 percent were employed in Managerial/Administrative and related occupations. Occupations in the Natural Sciences/Engineering/Mathematics fields accounted for 10.3% while Medicine and Health occupations accounted for 10.5%.

When broken down by age and sex, the responses revealed sharp divisions. Adult age students were more predominant in Managerial/Administrative occupations while college age students were more predominant in Clerical occupations. Females dominated the Medicine and Health and Clerical occupations while males dominated the Construction and Fabricating areas.

Table 46 shows a comparison of the total B.C. work force with the career/technical respondents broken down by occupational category. The career/technical students are more heavily concentrated in the Managerial/Professional group (46.7%) compared to the total work force (22.8%). In addition, the career/technical students are not as prevalent in the Services (4.4%), Processing (6.9%) and Construction trades (3.0%) compared with the total work force (15.2% Services, 13.3% Processing, and 7.0% Construction).

The range of occupational categories in which former students were employed varied considerably across institutions. Certain institutions had higher-than-average percentages of their respondents employed in specific occupational clusters. For example, East Kootenay with 23% in

TABLE 45

OCCUPATIONAL CATEGORY,
BY SEX AND AGE

(Questions 17 and 18 - column percentages[a])

| CCDO No. | Occupation | Sex | | Age | | Total |
|---|---|---|---|---|---|---|
| | | Male | Female | College | Adult | |
| 11 | Managerial, Administration | 18.8 | 15.3 | 12.8 | 19.1 | 17.0 |
| 21 | Natural Science, Engineer, Math | 16.1 | 4.8 | 8.5 | 11.2 | 10.3 |
| 23 | Social Sciences | 0.9 | 4.4 | 1.7 | 3.2 | 2.7 |
| 27 | Teaching | 1.8 | 4.7 | 1.7 | 4.1 | 3.3 |
| 31 | Medicine and Health | 2.4 | 18.2 | 7.3 | 12.2 | 10.5 |
| 33 | Artistic, Performing Arts | 2.3 | 1.8 | 3.5 | 1.3 | 2.0 |
| 37 | Sport and Recreation | 0.5 | 1.0 | 1.1 | 0.5 | 0.7 |
| 41 | Clerical | 7.2 | 35.4 | 25.8 | 19.2 | 21.5 |
| 51 | Sales | 10.4 | 6.7 | 9.7 | 8.0 | 8.6 |
| 61 | Service | 6.0 | 2.9 | 6.3 | 3.5 | 4.4 |
| 71 | Farming, Horticulture | 1.0 | 0.4 | 0.5 | 0.8 | 0.7 |
| 73 | Fishing, Hunting, Trapping | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| 75 | Forestry and Logging | 2.2 | 0.6 | 2.4 | 0.8 | 1.3 |
| 77 | Mining and Quarrying | 0.4 | 0.0 | 0.3 | 0.1 | 0.2 |
| 81/ 82 | Processing | 3.2 | 0.6 | 2.9 | 1.4 | 1.9 |
| 83 | Machining | 0.7 | 0.0 | 0.3 | 0.4 | 0.3 |
| 85 | Product Fabricating | 9.2 | 0.4 | 5.0 | 4.6 | 4.7 |
| 87 | Construction | 6.1 | 0.0 | 2.7 | 3.1 | 3.0 |
| 91 | Transport Equipment Operating | 2.9 | 0.5 | 2.0 | 1.5 | 1.7 |
| 93 | Material-Handling | 2.2 | 0.2 | 1.5 | 1.0 | 1.2 |
| 95 | Other Crafts and Equipment Operating | 1.8 | 0.9 | 0.8 | 1.6 | 1.3 |
| 99 | Not Elsewhere Classified | 3.9 | 0.7 | 2.8 | 2.0 | 2.2 |
| | TOTAL (N) | 2228 | 2305 | 1541 | 3001 | 4542[b] |

[a] Adjusted frequencies and excluding the "no response" category.
[b] May not equal sum of sex or age columns, due to unknown or invalid classifications.

TABLE 46

COMPARISON OF THE TOTAL B.C. WORKFORCE[a]
WITH THE EMPLOYED CAREER/TECHNICAL RESPONDENTS
BY OCCUPATIONAL CATEGORY

(Column Percentages)

| CCDO Categories | Occupation | 1980 Workforce | Career/Technical Students |
|---|---|---|---|
| 11 - 37 | Managerial/Professional | 22.8 | 46.7 |
| 41 | Clerical | 16.7 | 21.5 |
| 51 | Sales | 11.5 | 8.6 |
| 61 | Services | 15.2 | 4.4 |
| 71 - 77 | Primary | 5.0 | 2.4 |
| 81 - 85 | Processing | 13.3 | 6.9 |
| 87 | Construction | 7.0 | 3.0 |
| 91 | Transportation | 4.4 | 1.7 |
| 93 - 99 | Material Handling | 4.2 | 4.7 |
| TOTAL (N) | | 1,191,000 | 4542 |

[a] Source: Average annual employment by occupation as reported in the Labour Force Survey. Statistics Canada. Ottawa, Ontario. 1980. Catalogue 71-001 (monthly).

Managerial/Administrative; BCIT (day program) with 19% in Natural Sciences/Engineering/Mathematics; Douglas with one-quarter in Medicine and Health; and East Kootenay with one-third in Clerical-related occupations.

b) Usefulness of training in performing present job (question 19)

Over one-third of the respondents (36.9%) reported that their post-secondary training was very useful in performing their present job (Table 47). An additional 41.2 percent felt that their training was useful to some extent. As data were not presented for BCIT students, these figures represent the college population.

When examined by age group, adult age students were more likely to report their post-secondary training as either "very useful" or "useful to some extent" than were college age students. On the basis of sex, females were more likely to rate their training as very useful whereas males listed it as useful to some extent.

On an institutional basis, Selkirk and Douglas had the highest percentage of respondents in the "very useful" category (nearly 40%). Widespread variations were evident by program. Students of Business Administration programs were least likely to report the program as very useful in performing a job, but were generally more likely to respond that it was "useful to some extent." Approximately one-third of respondents from the Electrical/Electronics, and one-quarter from Legal and Social Services and Fine Arts clusters reported their training as not useful at all in performing their present job.

c) Relationship of job to training (question 20)

Question 20 on the Information Sheet asked the students "How related is your present job to your training?" Table 48 reports the students' responses to this question. As data were not presented for BCIT students, the figures in Table 48 reflect the colleges only. Nearly one-half of the respondents (45.7%) expressed their opinion that a definite relationship existed between

TABLE 47

USEFULNESS OF POST-SECONDARY TRAINING
IN PERFORMING PRESENT JOB,
BY SEX AND AGE*

(Question 19 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Very useful | 28.9 | 41.9 | 33.6 | 39.7 | 36.9 |
| Useful to some extent | 45.3 | 38.6 | 38.2 | 43.8 | 41.2 |
| Not useful | 25.8 | 19.5 | 28.2 | 16.4 | 21.9 |
| TOTAL (N) | 564 | 903 | 684 | 786 | 1470[b] |

[a] Adjusted frequencies and excluding the "no response" category.

[b] May not equal sum of sex or age columns, due to unknown or invalid classifications.

* Results not available for BCIT; figures exclude this institution.

TABLE 48

RELATIONSHIP OF PRESENT JOB TO POST-SECONDARY TRAINING, BY SEX AND AGE*

(Question 20 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Related | 37.7 | 50.6 | 39.6 | 51.0 | 45.7 |
| Related to some extent | 34.3 | 28.1 | 29.1 | 31.7 | 30.5 |
| Not related | 28.0 | 21.2 | 31.3 | 17.2 | 23.8 |
| TOTAL (N) | 572 | 917 | 696 | 795 | 1491[b] |

[a] Adjusted frequencies and excluding the "no response" category.

[b] May not equal sum of sex or age columns, due to unknown or invalid classifications.

* Results not available for BCIT; figures exclude this institution.

their training and their present job. A further 30.5 percent were of the view that there was some relationship. Only 23.8 percent reported that their training and job were unrelated. This figure is reasonably consistent with the 21.9 percent figure from question 19 for those indicating their training was not useful in the performance of their present job.

Adult age students were more likely to list their job as related to their training while college age students were more likely to list it as unrelated. Differences on the basis of sex were minimal.

In addition to the students' assessment of the relationship between the present job and training, a subjective evaluation was made by the research team. This was based on the student's occupation as listed in questions 17 and 18 on the Information Sheet and the career/technical program on which the student was enrolled as reported by his institution. A research team evaluation was made for just over 2,000 of the respondents. Table 49 shows a cross-tabulation of the research team evaluation with the students' evaluation. A high positive relationship was observed between the ratings given by the research team and those given by the students. When the research team rated the job as "related," 98.8 percent of the students also rated the job as either "related" or "related to some extent." However, where the research team indicated the job as being "not related," the students did not always agree. Some 57.4 percent of the students had listed the job as being either "related" or "related to some extent" in these cases.

Table 50 provides cross-tabulations of the two assessments of job/training relationships with the number of students "seeking related employment." As might be expected, students judged to be in jobs either related or related to some extent to their training had almost exclusively (98% to 99%) sought related employment. Students in jobs judged not related to their training had not always sought employment in that category.

Table 51 shows a cross-tabulation of the two evaluations of job/training relationship with the "time taken to find the present job." Generally, students in jobs judged as not related to their training took longer to find their present job than students in related jobs.

TABLE 49

CROSS-TABULATION OF RESPONSES - RESEARCH TEAM EVALUATION OF JOB TO TRAINING RELATIONSHIP VS. JOB TO TRAINING RELATIONSHIP AS REPORTED BY RESPONDENT (QUESTION 20)

(Row Percentages)

| Quest. 20 | | Related 1 | Related To Some Extent 2 | Not Related 3 | Total (N) |
|---|---|---|---|---|---|
| Research Team's Evaluation | | | | | |
| Related | 1 | 72.1 | 26.7 | 1.2 | 1,099 |
| Not Related | 2 | 16.0 | 41.7 | 42.4 | 946 |
| TOTAL (N) | | | | | 2,045 |

TABLE 50

CROSS-TABULATION OF RESPONSES - RELATIONSHIP OF PRESENT JOB TO TRAINING VS. LOOKING FOR EMPLOYMENT RELATED TO TRAINING (QUESTION 10)*

(Row Percentages)

| Quest. 10* | | Have Looked 2 | Did Not Seek Related Employment 3 | Total (N) |
|---|---|---|---|---|
| Research Team's Evaluation | | | | |
| Related | 1 | 99.8 | 0.2 | 520 |
| Not related | 2 | 64.5 | 35.5 | 512 |
| TOTAL (N) | | | | 1,032 |
| Question 20* | | | | |
| Related | 1 | 99.7 | 0.3 | 583 |
| Related to some extent | 2 | 98.2 | 1.8 | 395 |
| Not related | 3 | 27.4 | 72.6 | 321 |
| TOTAL (N) | | | | 1,299 |

* Results not presented for BCIT; figures exclude this institution.

TABLE 51

CROSS-TABULATION OF RESPONSES - RELATIONSHIP OF PRESENT JOB TO TRAINING VS. LENGTH OF TIME TO FIND PRESENT JOB (QUESTION 13)

(Row Percentages)

| Quest. 13 | | Had Job | Before Leaving | Total | Less Month | 1 to 4 Months | 5 to 8 Months | More Than 8 Months | Unknown | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 2 | 3 | (N) | 4 | 5 | 6 | 7 | 8 | (N) |
| Research Team's Evaluation | | | | | | | | | | |
| Related | 1 | 25.2 | 27.1 | 1,081 | 34.6 | 42.4 | 16.2 | 6.9 | 0.0 | 408 |
| Not related | 2 | 38.5 | 10.3 | 935 | 28.6 | 38.7 | 17.0 | 15.7 | 0.0 | 370 |
| TOTAL (N) | | | | 2,016 | | | | | | 778 |
| Question 20* | | | | | | | | | | |
| Related | 1 | 27.2 | 17.8 | 659 | 34.3 | 39.7 | 15.4 | 7.9 | 2.1 | 292 |
| Related to some extent | 2 | 41.1 | 9.8 | 444 | 29.1 | 39.4 | 15.4 | 13.1 | 3.4 | 175 |
| Not related | 3 | 33.0 | 5.8 | 336 | 24.1 | 38.5 | 17.8 | 17.2 | 2.3 | 174 |
| TOTAL (N) | | | | 1,440 | | | | | | 641 |

* Results not presented for BCIT; figures exclude this institution.

Table 52 shows cross-tabulations of the job/training relationship with "how the present job was found." Using the Canada Employment Centre (Manpower) and practicums or clinical experience were cited more frequently by students in jobs related to their training than by students in jobs not in that category.

Table 53 shows cross-tabulations of the job/training relationship with the "usefulness of the training in getting the students' present job." Students in jobs judged as being related were far more likely to indicate their training as either being useful or essential in obtaining their present job. Conversely, students in jobs that were judged as not related were much more likely to have judged their training as not being useful in getting their present job.

Table 54 provides cross-tabulations of the job/training relationship with the student's rating of the "usefulness of the training in performing the students' present job." We see a similar pattern to that observed in the previous cross-tabulation. Students in jobs judged as being related typically said their training was very useful in performing their present job and the converse was also true.

Although the students' assessment of the relationship between the job and the training program as recorded in question 20 was not available for all institutions, the research team's assessment was available. Using this latter assessment, respondents from BCIT (day programs) were the most likely to be employed in related positions. On the other hand, students from BCIT (night programs), Northwest and Northern Lights were more likely to be employed in areas unrelated to their studies.

Using the research team's evaluation, the highest percentage of students in jobs judged as <u>unrelated</u> to their training occurred for Non-Renewable Resources, Engineering and BCIT night courses in Personal Services. In these cases, the percent of students in unrelated jobs ranged from 55 percent to 65 percent.

TABLE 52

CROSS-TABULATION OF RESPONSES - RELATIONSHIP OF PRESENT JOB TO TRAINING VS. METHOD USED TO FIND JOB (QUESTION 15)

(Row Percentages)

| Quest. 15 | | Canada Employment Centre | Practicum, Clinical Exp. | Union | Newspaper Ad | On My Own | Instructor Referral | Friend/ Relative | Total |
|---|---|---|---|---|---|---|---|---|---|
| | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | (N) |
| Research Team's Evaluation | | | | | | | | | |
| Related | 1 | 11.3 | 10.4 | 0.6 | 10.2 | 22.3 | 5.4 | 8.3 | 1,071 |
| Not related | 2 | 4.1 | 1.6 | 1.3 | 8.5 | 26.2 | 1.5 | 13.5 | 922 |
| TOTAL (N) | | | | | | | | | 1,993 |
| Question 20* | | | | | | | | | |
| Related | 1 | 2.6 | 12.6 | 0.7 | 9.1 | 24.9 | 5.9 | 8.6 | 657 |
| Related to some extent | 2 | 2.6 | 2.0 | 1.1 | 9.0 | 23.6 | 3.2 | 11.0 | 439 |
| Not related | 3 | 1.7 | 0.8 | 1.2 | 9.2 | 30.6 | 0.6 | 17.4 | 335 |
| TOTAL (N) | | | | | | | | | 1,431 |

* Results not presented for BCIT; figures exclude this institution.

TABLE 53

CROSS-TABULATION OF RESPONSES - RELATIONSHIP OF PRESENT JOB TO TRAINING VS. USEFULNESS OF POST-SECONDARY TRAINING IN GETTING JOB (QUESTION 16)

(Row Percentages)

| Quest. 16* | | Not Useful 1 | Of Very Little Use 2 | Useful To Some Extent 3 | Very Useful 4 | Essential 5 | Total (N) |
|---|---|---|---|---|---|---|---|
| Research Team's Evaluation | | | | | | | |
| Related | 1 | 11.1 | 3.5 | 20.4 | 24.4 | 40.6 | 1,043 |
| Not related | 2 | 44.3 | 11.1 | 24.7 | 11.1 | 8.8 | 907 |
| TOTAL (N) | | | | | | | 1,950 |
| Question 20** | | | | | | | |
| Related | 1 | 11.1 | 1.9 | 16.8 | 27.7 | 42.6 | 566 |
| Related to some extent | 2 | 24.9 | 10.7 | 41.1 | 13.1 | 10.2 | 398 |
| Not related | 3 | 74.6 | 12.4 | 9.4 | 1.8 | 1.9 | 310 |
| TOTAL (N) | | | | | | | 1,274 |

* Results not available for VCC; figures exclude this institution.

** Results not presented for BCIT; figures exclude this institution.

TABLE 54

CROSS-TABULATION OF RESPONSES - RELATIONSHIP OF PRESENT JOB TO TRAINING VS. USEFULNESS OF TRAINING IN PERFORMING JOB (QUESTION 19)*

(Row Percentages)

| Quest. 19* | | Very Useful 1 | Useful To Some Extent 2 | Not Useful 3 | Total (N) |
|---|---|---|---|---|---|
| Research Team's Evaluation | | | | | |
| Related | 1 | 60.5 | 36.5 | 3.0 | 602 |
| Not related | 2 | 13.0 | 45.7 | 41.3 | 597 |
| TOTAL (N) | | | | | 1,199 |
| Question 20* | | | | | |
| Related | 1 | 71.1 | 27.5 | 1.4 | 676 |
| Related to some extent | 2 | 13.4 | 78.5 | 8.1 | 454 |
| Not related | 3 | 1.0 | 18.8 | 80.2 | 345 |
| TOTAL (N) | | | | | 1,475 |

* Results not presented for BCIT; figures exclude this institution.

d) Reason for job not being related to training (question 21)

Results from BCIT students for question 21 were not reported, therefore, the figures shown in Table 55 reflect college totals only. In this question, 382 respondents (20.2%) indicated why they were in a job not related to their training. This compares fairly well with the 356 respondents (18.8%) observed in question 20 who had indicated that their job was not related at all to their training.

For the 382 respondents who were apparently not in a related job, just over one-quarter (28.3%) indicated they could not find a job related to their training. Better pay in their present job as compared to a job related to their training was offered as the reason by one-quarter of the respondents (27.7%). The most frequent reasons cited, however, were the responses "my training was inadequate" and "did not want to work in a job related to my training," with 33.5 percent and 29.6 percent of the respondents indicating these reasons, respectively.

Differences in the response patterns by age and by sex were minimal. On a program basis, students from Legal and Social Services programs were the most inclined to state they could not find a job related to their training. "Better pay in present job than in a related job" was reported by roughly one-half of the students from the Fine Arts and Renewable Resources programs, a figure higher than from other programs.

e) Present salary (question 22)

Over one-quarter of the respondents (29.0%) indicated their present salary before deductions as being $1,800 or more per month ($21,600 per year), see Table 56.

Significant differences were found in salaries according to both age and sex. Adult age students had higher income levels than college age students. This is not too surprising, since it had been observed earlier that a higher percentage of adult age respondents had work experience prior to beginning their training. Two-thirds of the adult age students had salaries of $1,400 or more per month as compared with only one-third of college age respondents reporting this figure.

TABLE 55

REASON FOR NON-RELATIONSHIP OF POST-SECONDARY TRAINING TO PRESENT JOB, BY SEX AND AGE*

(Question 21 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Not applicable since relationship exists** | 39.7 | 43.0 | 35.3 | 47.3 | 41.8 |
| TOTAL (N) | 661 | 1209 | 851 | 1020 | 1871 |
| Could not find related job | 26.7 | 30.0 | 31.6 | 22.4 | 28.3 |
| Could not find job without leaving community | 5.7 | 7.9 | 8.5 | 3.4 | 6.5 |
| Pay better than related job | 27.8 | 27.6 | 27.4 | 28.6 | 27.7 |
| Better advancement than in related job | 14.8 | 14.3 | 14.1 | 15.0 | 14.4 |
| Did not want to work in related job | 28.4 | 31.0 | 27.8 | 32.0 | 29.6 |
| Training inadequate | 35.2 | 32.5 | 34.6 | 32.0 | 33.5 |
| Other*** | 2.8 | 3.0 | 2.1 | 2.0 | 2.9 |
| TOTAL IN NON-RELATED JOB (N) | 176 | 203 | 234 | 147 | 382[b] |

[a] Adjusted frequencies and excluding the "no response" category. Since multiple responses were allowed, column percentages will not add to 100.0.

[b] May not equal sum of sex or age columns, due to unknown or invalid classifications.

* Results not available for B.C.I.T; figures exclude this institution.

** Percentage here based on total numbers of respondents; remainder of percentages calculated on number of respondents believed to have no relationship between program and job.

***Category used in VCC study but not in provincial study.

TABLE 56

PRESENT SALARY, BY SEX AND AGE

(Question 22 - column percentages[a])

| Monthly Salary | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Less than $1000 | 7.8 | 26.8 | 28.2 | 12.0 | 17.5 |
| $1000 to $1399 | 21.9 | 35.7 | 41.7 | 22.0 | 29.0 |
| $1400 to $1799 | 24.5 | 24.5 | 22.0 | 25.9 | 24.5 |
| $1800 or more | 45.7 | 13.0 | 8.1 | 39.9 | 29.0 |
| TOTAL (N) | 2194 | 2287 | 1535 | 2954 | 4490[b] |

[a] Adjusted frequencies and excluding the "no response" category.

[b] May not equal sum of sex or age columns, due to unknown or invalid classifications.

Just under one-half of the males (45.7%) reported earning in excess of $1,800 per month as compared with only 13 percent of females. At the opposite end of the scale, in the less than $1,000 per month category, females outnumbered the males by a 3 to 1 ratio.

Considerable variation in salaries existed by institution and by program. Camosun and Northwest had the highest percentages of students earning less than $1,000 per month while East Kootenay, North Island and BCIT (night programs) had the highest proportions earning in excess of $1,800 per month. Students from Business Administration programs, BCIT Renewable and Non-Renewable Resources programs, and from the one-year college Nursing programs were the most likely to report salaries in excess of $1,800 per month. Education and Fine Arts clusters had the highest proportion of respondents earning less than $1,000 per month.

f) Summary

Clerical and Managerial jobs dominated the occupational categories in which career/technical students found employment. The traditional patterns were evident by sex, with the females engaged predominantly in Clerical, Nursing, or Education-related jobs and earning lower salaries. Three-quarters of the students felt their present jobs were at least somewhat related to their post-secondary training and two-thirds of the students felt their training was useful in performing their present job. Students from the Nursing and Health-related programs were the most likely to be in jobs related to their training. Many reasons were cited by the students for being in unrelated jobs. These included feelings that their training was inadequate; better pay was available in unrelated jobs; and that they didn't want, or couldn't find, a job in a related area.

## 6. Assessment of the Post-Secondary Experience

The Information Sheet contained two questions generally related to the students' assessment of the post-secondary experience. These were questions 25 and 26 (Appendix E1).

a) Agreement with post-secondary institutional characteristics (question 25)

Question 25 of the Information Sheet asked the former students whether they agreed or disagreed with twelve statements concerning their post-secondary institutions. Table 57 reports the percentages of students who indicated either agreement or disagreement. Results from BCIT students were not reported, therefore, this table reflects college totals only. Two of the statements received agreement from 90 percent of the former students. These were that institutions "provided the opportunity to attend part-time and in the evening" and that "admission requirements were reasonable." Four statements were agreed to by 80 percent of the students, including: "one could continue to live in their own community while attending;" "class sizes were reasonable;" "the institutions provided an interesting learning environment;" and, the "mix of students (age, background) was a positive factor." The statements that "equipment and facilities are up-to-date" and that "tuition fees are low" were agreed to by 60 percent of the respondents.

Only 50 percent of respondents agreed that "post-secondary institutions were concerned about the needs of students," "career counselling services were readily available" and that the "quality of teaching is high." The statement that "student counselling services are effective" received positive responses from 30% of respondents.

Differences by sex were minimal. However, there were statistical differences by age. Adults were more likely to agree that tuition fees were low, quality of teaching was high and that the institutions were concerned about the needs of students. On the other hand, college age students were more likely to agree that counselling services were effective or that career counselling was readily available.

TABLE 57

AGREEMENT WITH INSTITUTIONAL CHARACTERISTICS,
BY SEX AND AGE*

(Question 25- column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Respondent Agrees With: | | | | | |
| Tuition fees low | 61.7 | 62.0 | 56.5 | 66.3 | 62.0 |
| Teaching quality high | 52.3 | 47.6 | 45.8 | 52.0 | 49.3 |
| Counselling effective | 28.9 | 30.8 | 33.2 | 27.7 | 30.1 |
| Career counselling available | 49.6 | 51.0 | 56.9 | 45.5 | 50.5 |
| Reasonable admission | 89.6 | 90.1 | 90.3 | 89.6 | 89.9 |
| Student mix positive | 77.3 | 79.6 | 80.4 | 77.6 | 78.8 |
| Student needs | 52.4 | 54.9 | 50.5 | 57.0 | 54.2 |
| Class sizes reasonable | 79.8 | 81.9 | 79.5 | 82.6 | 81.2 |
| Up-to-date facilities | 58.1 | 58.2 | 58.8 | 57.8 | 58.3 |
| Live in own community | 81.4 | 82.1 | 75.2 | 87.1 | 81.9 |
| Part-time study | 90.5 | 93.7 | 89.9 | 94.7 | 92.6 |
| Learning environment | 78.2 | 80.4 | 75.0 | 83.3 | 79.7 |
| TOTAL (N) | 572 | 1053 | 706 | 920 | 1625[b] |

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Respondent Disagrees With: | | | | | |
| Tuition fees low | 19.0 | 19.2 | 25.4 | 14.2 | 19.1 |
| Teaching quality high | 22.9 | 23.7 | 23.7 | 23.0 | 23.3 |
| Counselling effective | 19.9 | 16.8 | 21.9 | 14.7 | 17.9 |
| Career counselling available | 12.1 | 11.5 | 12.4 | 11.3 | 11.7 |
| Reasonable admission | 4.1 | 3.1 | 4.8 | 2.4 | 3.4 |
| Student mix positive | 5.5 | 4.1 | 4.7 | 4.5 | 4.6 |
| Student needs | 17.3 | 14.3 | 19.3 | 12.1 | 15.2 |
| Class sizes reasonable | 12.6 | 10.9 | 14.0 | 9.5 | 11.5 |
| Up-to-date facilities | 23.9 | 20.0 | 23.9 | 19.4 | 21.3 |
| Live in own community | 13.2 | 13.2 | 18.9 | 8.8 | 13.2 |
| Part-time study | 4.3 | 2.7 | 3.7 | 2.9 | 3.2 |
| Learning environment | 5.7 | 4.6 | 6.0 | 4.2 | 4.9 |
| TOTAL (N) | 572 | 1053 | 706 | 920 | 1625[b] |

[a] Adjusted frequencies and excluding the "no response" category. Since students were requested to respond to each characteristic, column percentages will not add to 100.0.

[b] May not equal sum of sex or age columns, due to unknown or invalid classifications.

* Results not available for VCC and BCIT; figures exclude these institutions.

Variations were also evident by institution. Agreement with the statement that "quality of teaching is high" was greatest from students at Camosun, East Kootenay, Okanagan and Fraser Valley. The proportions indicating agreement with the statement that "student counselling services are effective" were all quite low, however, Fraser Valley earned the highest positive responses of all the institutions. The strongest agreement that equipment and facilities were up-to-date came from Capilano, Cariboo, Selkirk and Fraser Valley.

On a program basis, proportions indicating agreement with the statement that the "quality of teaching is high" were greatest from Legal and Social Services, Electricity/Electronics and Nursing programs. Lowest proportions came from two-year Personal Service programs. Agreement that equipment and facilities were up-to-date was highest from students in Electrical/Electronics programs.

b) Future educational plans (Question 26)

Further education in the respondents' field of training was contemplated by 50 percent of the students (Table 58). Over one-third (38.9%) would consider taking further post-secondary education in areas other than their specific field of training.

Two-fifths of the students (21.1%) reported that they were basically finished with their post-secondary training. However, only 3.5 percent said that they did not plan to take any further post-secondary education of any type.

Differences by age and sex were minimal. On a program basis, students from 2-year college Personal Service programs were the least likely to indicate plans for further education. Programs where students were most likely to consider further education included Non-Renewable Resources, Electrical/Electronics, and Business Administration programs.

Students from programs dealing with Health, Nursing, Construction and Electrical/Electronics were the most likely to record their intention of taking an occasional course to keep up-to-date in their field of training.

TABLE 58

FUTURE EDUCATION PLANS,
BY SEX AND AGE*

(Question 26 - column percentages[a])

| | Sex | | Age | | Total |
|---|---|---|---|---|---|
| | Male | Female | College | Adult | |
| Take further education | 52.8 | 47.7 | 50.2 | 50.0 | 50.1 |
| Occasional courses in field of training | 40.6 | 37.2 | 34.4 | 40.9 | 38.7 |
| Education in other than field of training | 38.9 | 39.0 | 41.8 | 37.4 | 38.9 |
| Occasional general interest course, but basically finished | 18.8 | 23.1 | 19.5 | 22.0 | 21.1 |
| No further education | 3.2 | 3.6 | 4.4 | 3.0 | 3.5 |
| TOTAL (N) | 2384 | 2742 | 1739 | 3394 | 5133[b] |

[a] Adjusted frequencies and excluding the "no response" category. Since multiple responses were allowed, column percentages will not add to 100.0.

[b] May not equal sum of sex or age columns, due to unknown or invalid classifications.

* Results not available for VCC; figures exclude this institution.

c) Summary

In general, there was strong agreement among former students that the college system provided opportunities for part-time study, an interesting learning environment, had reasonable admission requirements and that the mix of students in terms of age and background was a positive factor. There was a much lower level of agreement with "tuition fees are low," "teaching quality is high," "counselling is effective" and "equipment and facilities are up-to-date."

Over half of the students indicated that they planned to take further education in their field of training and very few students reported that they were not planning to take any type of further post-secondary education.

7. Student Comments on Questionnaire

Although the comments section on the questionnaire invited an open response, it is interesting to note that respondents focused their remarks on approximately twenty issues. As in the case with previous studies, a large number of individuals remarked that their views on their education had rarely, if ever, been solicited before this time and they appreciated the opportunity to respond. While some criticized either the idea or the format of the questionnaire, the great majority of comments were positive.

The large number of responses and the relatively small number of issues addressed indicated that strong feelings exist towards certain aspects of the post-secondary educational system in general and towards career/technical programs in particular. Approximately one-third of the responding group chose to express a comment. The comments and the issues are summarized in this section. Some of the more interesting comments are reproduced, verbatim, in Appendix A4.

a) Course scheduling

Some dissatisfaction with the scheduling of courses in career/technical programs was evident. Many courses are offered only during the day and students are required to enroll on a full-time basis. While there are several good reasons for this practice, there are some students who feel that the opportunity to complete a career/technical program should be extended to part-time students on evenings and weekends. Some respondents were unable to continue in the program due to changes in lifestyle, such as taking full-time employment. They expressed frustration at the lack of opportunity offered by post-secondary institutions to continue their programs on a different basis.

b) Decentralization of facilities

As some students travel long distances to undertake career/technical programs, particularly in rural areas, there were several suggestions that colleges should offer programs in alternate locations within the college region. In areas where this practice had been adopted, a number of students expressed appreciation for the opportunity provided. While many programs are obviously not easily "transportable," there are others which could, in practice, be offered in smaller centres, albeit at some inconvenience to the instructors.

c) Instruction

No issue attracted more comment than the quality of instruction in the various courses. Respondents seemed determined to either record strong documented criticism of teaching ability, professional or technical background, or personality characteristics of teachers or to record unqualified appreciation for the same attributes. It was apparent that experience with instructors proved to be a determining factor in the reason to withdraw or continue with the program.

As might have been anticipated, respondents criticized instructors on two general counts; "they knew the material but lacked the ability to teach it" or "they had no recent experience in industry and were out of touch with what is happening." Career/technical students obviously expect instructors to be competent in both the foregoing dimensions and several were annoyed when they perceived a deficiency.

Many students offered the advice that ongoing supervision of teaching competence was necessary and that "poor" teachers should be released, quite irrespective of protective contracts. Clearly, much of the reputation of institutions rested on the quality of instruction. On the other hand, it must be noted that many outspoken assessments of instructors were offered in terms of their "high level of concern for students," their "unlimited degree of helpfulness," their qualities as "friends," "advisors" and "counsellors" and their "high professional commitment."

d) Counsellors

As is the case with previous studies of this type,[7] counsellors came in for a fair share of both praise and criticism. Several respondents expressed the view that counsellors lacked specific knowledge of transferability information, course content and requirements, sensitivity to personal and financial difficulties in undertaking technical education and were not accessible over extended time periods. Of all institutional personnel, only the instructors were subjected to more comment than counsellors.

e) Facilities

Insufficient and out-of-date equipment and facilities for career/technical programs were strongly criticized by many former students. Some individuals who were working in their field remarked that the equipment used in their training was no longer used in industry and considerable re-learning was needed on the job.

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7. A Follow-Up Study of Non-Transfer, Academic Students.

Suggestions to correct the problem included efforts to persuade businesses to lend or donate modern equipment to colleges or increased opportunities for students to do practical training in modern industrial shops as part of the program.

f) Attendance patterns

One aspect of student behaviour which was revealed, somewhat unexpectedly, in the comments was their attendance at different times at several institutions of post-secondary education. A number of students expressed difficulty in responding to some of the questions, noting that they had attended two, three and sometimes four different institutions. One of the more interesting attendance patterns was the large number of students who, after completing a university degree, undertook a technical program in a college or institute.

Evidently, taking courses is somewhat of a life style for several individuals, a phenomenon which, in some cases, continued into middle age. Some respondents remarked that they viewed continuous part-time study as a necessity for continuing competence in their job and for their intellectual health.

One other related phenomenon was the number of careers which so many individuals fitted into their working life. It appeared that this was due partly to choice and partly to the changing nature of occupations. As one respondent noted, "Three careers, three programs!"

g) Frustrations with job situation

As might have been anticipated, there were several expressions of frustration, and in some cases bitterness, by respondents with the lack of job opportunities in their field of training. Evidently some students felt that they had been misled, or that the institution had not met its obligation of finding them a job. In some cases the blame was placed on the counsellors;

in others the instructors; and occasionally upon Canada Employment and similar agencies. It was not clear from the comments whether the respondents anticipated that employment would follow completion of the program but a high level of resentment, after job-hunting for several months, was much in evidence.

On the other hand, there were a few individuals who indicated that jobs did become available in their particular field well before their program was completed. Apparently, the attraction of the job offer persuaded these students to withdraw, but many remarked that they still intended to complete the credential on a part-time or evening basis if the opportunity was offered.

h) Standards

The comments contained a number of references to admission and grading standards used in the various colleges and institutes. By a large margin, the view was that these standards should be raised rather than lowered. Adult age students, in particular, suggested that work experience should be a requirement for admission to career/technical programs and that increased use of examinations was desirable. The feeling in many cases seemed to be that the diploma or credential awarded must reflect a high level of performance if it is to be recognized in the marketplace. While several institutions apparently hold a good reputation, this could be in jeopardy unless standards were set and continuously enforced.

The impression gained from reading these comments was that several institutions had become less demanding of students and that a tightening of requirements was now desirable.

i) Practical experience

Many career/technical programs include a practical component in one form or another. Comments on this topic were uniformly positive, in fact, many felt that the opportunity for practical experience should be extended. While some students claimed that the most valuable part of the program was the work experience, others claimed that cooperative education was the best way to qualify for a credential. Several nursing graduates were adamant that much more time in hospitals was essential to ensure adequate preparation for first appointments to the job on a ward.

j) General education

Perhaps one of the most surprising areas of concern which was reported in the comments was the issue of general education. Several respondents, while recognizing the value of job training, expressed appreciation for the aspects of the program which contributed to their communication skills or their personal attitudes to life. The study did involve many students who had been involved in art, music, physical recreation, and theatre programs. Not surprisingly, several of these students insisted that the aspect of personal enrichment was worth taking the program, irrespective of the training for a job. However, many students from Engineering, Business and Health technologies noted that the general education component was important and should be retained, despite demands for specific skill training. Other students appeared to resent general courses and questioned their relevance for the job for which they were preparing.

k) Transferability of credit

There was a considerable number of expressions of surprise, and sometimes resentment, with the lack of transportability of credit from one institution to another. While specific references were made to the B.C.I.T.-to-university situation, other students were given little advanced credit or transfer among colleges in the province. Obviously, there may be legitimate reasons for this situation but several students expressed the view that curriculum might well be "province-wide" and that institutions should cooperate more in this matter than was currently the case.

The high percentage of students who had attended several institutions in several different localities suggests the reason for this concern with lack of credit transfer.

l) General comments

Although the numbers in each case were small, some respondents commented on the following general issues:

- The opportunities, advantages and disadvantages of distance learning;
- The need to provide greater opportunity to "challenge" courses when the students had strong backgrounds in the technology or vocation;
- The lack of financial assistance, loans and bursaries, etc. available for adult students and the restrictions on their eligibility;
- Concern that the three universities and the Institute of Technology were all located in urban areas and that there were limited programs available in rural communities.

m) Subjective ratings

As the various comments were read, a subjective assessment was made whether each comment was "favourable," "unfavourable," or "of mixed opinions" about the post-secondary institution and/or post-secondary educational system. The resulting tally of responses is shown in Table 59.

TABLE 59

CATEGORIZATION OF STUDENTS' COMMENTS

| | N | % |
|---|---|---|
| "favourable" | 353 | 20.2 |
| "mixed opinions" | 1006 | 57.4 |
| "unfavourable" | 393 | 22.4 |
| TOTAL | 1752 | 100.0 |

# CHAPTER V
# CONCLUSIONS

As is so often the case with studies which attempt to provide a province-wide focus, it is difficult to draw definitive conclusions without adding a series of caveats. Career/technical students encompass a variety of "populations" which differ considerably in many of the characteristics under investigation. Provincial data tends to mask important variations and its value, in consequence, is somewhat limited. The data generated in the study exposed significant differences between and among college age and adult age students, males and females, the community colleges and the British Columbia Institute of Technology and between day and evening students in the latter institution. Furthermore, there were important variations among the colleges themselves and within the various programs offered under the "career/technical" designation.

The conclusions which follow have been produced with the foregoing in mind, and attempt to accommodate essential variations. However, reading these conclusions is an inadequate substitute for examining the first order data available in other sections of the report, if specific differences among institutions and their students are to be subject to intensive investigation.

## 1. Career/Technical Students

Career/technical students in British Columbia fall into two major categories. They are either college age (18-24), full-time students undertaking programs of study leading to certification in a specific field, or adult age (25 and older), part-time students taking one or two technical courses, usually in the evening, which are intended to upgrade their present job skills. While these two categories are by no means mutually exclusive, the responses to the various items on the Information Sheet and the accompanying comments reflected these differences.

While many colleges have attempted to accommodate adult age students, it was evident that others provided only limited opportunities. Enrolments in certain colleges were predominantly full-time. Such patterns of enrolment were also reflected in programs such as Electricity/Electronics, Office Administration, Registered Nursing, Personnel Services, Renewable Resources and Communication Arts. Conversely, the majority of part-time students were enrolled in Business Administration programs.

The high level of concern by adult students with opportunities for upgrading, as evidenced in the BCIT evening population, suggests that certain colleges might re-examine their priorities and provide greater opportunity to employed people in their region through selected individual courses which upgrade job skills.

It is a matter of conjecture whether the varying profiles of the career/technical student population in specific institutions is a reflection of the curriculum available or of the needs of the particular community. The data generated in the study does, however, suggest a substantial and widely-spread interest in part-time, evening, job upgrading opportunities.

2. The Post-Secondary Education System

One of the most important aspects of career/technical education which emerged from the study was the question of accessibility. In every college, the factor most important to students was the proximity to the students' home. Only for BCIT students was this characteristic not dominant. This factor, coupled with the high level of response to availability of particular programs and that the "institution was there," underlines the values of decentralization of career/technical programs throughout the province, within the post-secondary educational system.

Two other factors emerged in the study which tend to reinforce the benefits of decentralization. A higher percentage of students, particularly adult females, reported a lack of mobility with respect to seeking employment. This observation was further reinforced by the very high percentage of students who obtained employment in their own community.

The study results strongly support the concept of "community" in the college system and emphasize the desirability of locating programs in local colleges throughout the province, despite, perhaps, the financial implications incurred.

The British Columbia Institute of Technology, understandably, in view of the nature of its program, is very much a provincial resource. The responses from students at that institution clearly reinforce that conclusion. Nevertheless, it is interesting to speculate on the consequences of even a limited decentralization of BCIT's programs beyond the Lower Mainland. While much has been accomplished through extension services, this initiative is a limited substitute for a regular program.

Finally, there was also a certain percentage of students who had previous educational experience in two, three and sometimes four institutions. In many respects, these students do have institutional mobility and a high percentage live in the Lower Mainland. Some of these students commented upon the lack of transferability of credit among institutions and it is evident that greater efforts in co-ordinating the very complex provincial system of tertiary education are overdue.

### 3. Patterns of Employment

For many observers, the most important question addressed by the study is that of employment rates of students from career/technical programs. Just as academic programs are studied in the light of student achievement at university, the most pragmatic assessment of career/technical programs is through the jobs obtained by students after leaving the institution.

With respect to employment rates, the data from the study are positive. While given that variations do exist among institutions and among programs, the rate of employment of career/technical students from colleges is around 80 percent, with BCIT students approximating 90 percent.

While it must also be emphasized that some employment is in a part-time category, and that a certain percentage of students have undertaken full-time family responsibilities, the involuntary rate of unemployment of career/technical students is somewhat lower than the provincial average.

There are several other observations from the data which must be injected into any conclusions regarding employment. Approximately two-thirds of the students found employment related in whole or part to their training but others chose unrelated jobs in response to better salaries or opportunities for advancement. Furthermore, it must be noted that a number of the students were employed before and during their period of training.

After considering all of the relevant factors produced by the study, it is apparent that a high relationship exists between career/technical education and employability. While it would be unwise to assume that this relationship is necessarily casual, the employment record of students from such programs is impressive.

The foregoing conclusion is particularly intriguing in the light of the fact that almost half of these students had not completed all of the courses which they intended to take.

As previous studies with academic students[1] have indicated, albeit to a somewhat lesser extent, a post-secondary educational experience, per se, seems to be an important factor in an individual's employability. However, in the case of career/technical students, the experience is clearly related to the job obtained.

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1. Jones, G., Forrester, G. and Dennison, J. A Follow-Up Study of Non-Transfer, Academic Students from the British Columbia Community Colleges: Technical Report. B.C. Research. Vancouver, British Columbia. June 1980.

4. Variations by Sex

The study exposed some important differences between the sexes, particularly with respect to employment. While it appeared that females found a better "match" between their training program and their particular job, on several other counts they were at a disadvantage compared to males. The full-time employment rate of males (77%) was considerably higher than for females (60%). At the same time, females engaged in greater numbers in part-time work and household duties. The lack of geographical mobility indicated by females appeared to be an important factor in the foregoing.

However, in terms of type of jobs obtained and consequent earning power, dramatic differences were apparent. Women were engaged in Clerical occupations at a five to one ratio over males. At the same time, males dominated in Science/Engineering, Product Fabricating and Sales related occupations. While 30 percent of the males reported salaries of less than $1,400 per month, the equivalent figure for females was over 60 percent.

The extent to which career/technical education programs can contribute to re-dressing the traditional inequalities between the sexes in employment would be largely conjecture, but some signs are encouraging. The equivalent percentage of females in certain "less traditional" job categories, such as Managerial/Administration, implies a hiring policy based on educational qualification rather than sex.

However, if institutions are to become a factor in modifying the differences noted above, it is clear that they must become more pro-active rather than reactive to societal traditions in job training and job placement by sexual orientation. It appears that, at the present stage, there is little evidence that post-secondary career/technical programs have created major changes in these patterns.

## 5. Program Completion

The program completion rate, particularly in the college sector, was not high. The fact that one-half of the college students stated they had not completed all of the courses which they intended to take must be tempered by the fact that approximately 20 percent are still taking education, but the results give grounds for some concern.

Despite suggestions to the contrary, very few students appear to complete program requirements without actually applying for the appropriate diploma or certificate.

Reasons for withdrawal from programs were many and varied, but it seemed that the immediate availability of employment was not a predominant factor, except in two-year college Personal Services and Communication Arts programs and BCIT programs in Electricity/Electronics, Construction and Communication Arts. The reasonably high percentages of students, particularly college age, who found the program "not as expected" or "changed career goals" suggests the need for more intensive admission counselling and program information being made available before students begin a career/technical program.

The responses to the question as to whether students had attained their original objectives in enrolling in the program or course were generally consistent with the limited program completion rates noted above. While approximately half of the students claimed to have achieved their goal, another third expressed their intention of continuing their efforts in the future. Again, the mission for the institutions to provide opportunities for program completion, under conditions attractive to such students, is evident. Apparently, many students are not satisfied with their educational portfolios but, for one reason or another, the present structure does not accommodate their circumstances. The study exposed a high potential clientele for imaginative and innovative programming from the institutional sector in the future.

## 6. Institutional Standards

There was a strong indication in the responses to certain items, reinforced further in the written comments, that students are concerned with the general reputation of post-secondary institutions, the quality of teaching and counselling, and the overall educational standards. Unquestionably, in the case of BCIT, the reputation of the institution was an important factor in students' decisions to enrol.

Generally, students agreed that colleges had met their obligations with respect to accessibility, class size, tuition fees, part-time study, student mix and learning environment. The reactions to teaching and counselling, however, were more mixed. It was evident in the comments that students held high expectations with regard to the latter and were anxious to react to perceived inadequacies.

As with academic enrollees, career/technical students demanded quality teaching. However, they also expected faculty to bring relevant and up-to-date experience from the workplace. The institutions must continue to give the highest priority to the dilemma created by the issue of teaching competence, as there seems to be nothing more crucial to students. The twin issues of instructional improvement and professional upgrading are critical for career/technical faculty and creative approaches to both by administration are essential.

With respect to counselling, there was a generally favourable reaction to availability but less so to its quality. Again, the expectations of students, reasonable or not, seem to be that accurate advice as to course and program content and requirements, clinical experience, job availability, competencies expected for success in the program, financial aid, and even job placement, should be obtained in quality from counsellors. Clearly, colleges might make concerted efforts to inform students much more completely on these questions.

The standards of the programs, the examination and certification requirements and the overall quality are of concern to many students. They appear to expect higher, not relaxed, standards and view these as essential in the preservation of an institution's reputation. While reputations do exist, they are clearly fragile and demand constant attention from all concerned if they are to survive. In essence, the student view seems to be that if an education is to be obtained, it should be worth the effort involved!

Finally, one other dimension of quality education which attracted student criticism was the question of lack of up-to-date facilities. With respect to this point, the comments reflected upon the differences between the equipment used in the clinical experience and that available in the institution.

7. Lifelong Education

Apart from the reactions in the "comments" section with regard to the number of educational institutions which many students had attended, there was further evidence regarding the future intentions of students with respect to education. A large majority of students reported an intention to continue study, either in their field of training or in other areas.

Apparently, these students represent a segment of the population for whom education will be a continuing part of their lifestyle. This conclusion is consistent with the view that lifelong education is not confined to the young or the socio-culturally advantaged.

Post-secondary institutions will obviously be required to plan even more intensively for students in this lifelong education category and the planning will demand high levels of imagination in curriculum design, work-study and co-operative programming, occupational upgrading and personal development programs.

Further, the data from the study underlines the need for greater articulation between various institutions with regard to credit and advanced standing. There is even greater mobility among post-secondary students than is generally acknowledged. These students expect far greater co-ordination among public institutions than is now often the case.

## 8. In Conclusion

This study focused much additional light upon the career/technical programs and the students who enrol in them. The data reinforced several assumptions, exploded others, offered some solutions and, more often, raised additional problems which will require attention in the future.

While there were some dramatic differences among institutions and between the colleges and the British Columbia Institute of Technology, there were many remarkable similarities.

Career/technical students bring diverse backgrounds to their study programs. Wide variations in age, educational background, work experience, educational goals and pattern of attendance characterize the student population. Similarly, their occupational choices after college and their intentions with regard to further education are mixed.

These students are job oriented and, despite a certain failure to complete all of the courses or requirements of the program as originally intended, attest to high levels of employment, with a considerable degree of placement in occupational fields related to their training program.

Institutions of post-secondary education have created certain expectations with regard to their offerings and, while much has been achieved, there are some reservations with respect to particular areas of their operation.

The conclusions drawn from the data emphasize the need for educational institutions to monitor the changing student clientele and the kinds and conditions of the experiences which these students will require. The colleges emerged as very much community institutions, drawing from and placing students within their regions. The consequent need to respond to the occupational profiles of their communities must continue to be of highest priority to the colleges.

Finally, the results of the study reflect the values of regular and structured monitoring of career/technical programs. With the rapid evolution of the technological society, the planning techniques of yesterday will no longer guarantee success tomorrow. Nowhere is this phenomenon more critical than for the institutions which supply the skilled workforce for the new technological state.

# CHAPTER VI
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# APPENDIX A

## DETAILED FOLLOW-UP SURVEY RESULTS

1. Information Sheet Responses by Institution
2. Information Sheet Responses by Discipline Cluster
3. Career/Technical Programs by Discipline Cluster
4. Selected Verbatim Comments from Students

### Notes for Appendix A1 and A2

a Question 10, 23, 24

Percentages for response No. 1 are based on total N.
Percentages for remaining response options are based on the total N less those responding to option No. 1.

b Question 13

Percentages for responses No. 1, 2, and 3 are based on total N.
Percentages for remaining response options are based on the total N less those responding to options No. 1, 2, and 3.

c Questions 4, 8, 21, 26

Since these are multiple response questions, totals may exceed 100 percent.

d Questions 10, 19, 20, 21, 24, 25

Results not presented for BCIT; figures exclude this institution.

e Questions 1, 4, 6, 9, 16, 23, 24, 25, 26

Results not available for VCC; figures exclude this institution.

f Questions 8, 21

Percentages for "Not Reported" and for Response No. 1 are based on total N.
Percentages for remaining response options are based on the total responding to options other than N.R. and No. 1.

APPENDIX A1

Information Sheet Responses, by Institution

| | Province Total | Colleges Total | Institutes Total |
|---|---|---|---|
| N = | 5435 | 1889 | 3549 |
| 1. DURING YOUR ENROLMENT AT YOUR POST-SECONDARY INSTITUTION IN 1979-1980 WERE YOU PRIMARILY[e]: | | | |
| 1. a full-time student | 30.0 | 42.8 | 23.2 |
| 2. a part-time student | 63.9 | 44.9 | 74.1 |
| N.R. | 6.0 | 12.3 | 2.8 |
| 2. WHAT WAS YOUR MAIN OBJECTIVE FOR ATTENDING YOUR POST-SECONDARY INSTITUTION? (Check one) | | | |
| 1. to learn the skills needed for a job | 27.9 | 32.6 | 25.3 |
| 2. to complete certification requirements | 9.6 | 9.9 | 9.4 |
| 3. to improve existing job skills | 30.9 | 19.5 | 36.9 |
| 4. to decide on a career | 10.4 | 10.7 | 10.2 |
| 5. to study until a job comes available | 0.9 | 0.6 | 1.0 |
| 6. for personal interest | 11.8 | 14.0 | 10.6 |
| 7. to transfer to a technical institute | 0.6 | 1.2 | 0.3 |
| 8. to transfer to a university | 1.8 | 2.3 | 1.5 |
| 9. to prepare for special education | 0.4 | 1.1 | - |
| 10. other | 0.1 | 0.4 | - |
| N.R. | 5.7 | 7.8 | 4.6 |
| 3. HAVE YOU MET YOUR MAIN OBJECTIVE FOR ATTENDING A POST-SECONDARY INSTITUTION? (Check one) | | | |
| 1. yes | 48.1 | 49.5 | 47.3 |
| 2. no | 8.3 | 9.0 | 8.0 |
| 3. no, but still hope to do so in the future | 32.6 | 28.4 | 34.8 |
| 4. no, but have changed my objective to one I feel is more appropriate | 8.9 | 9.9 | 8.3 |
| N.R. | 2.2 | 3.2 | 1.7 |

APPENDIX A1 (Continued)

Information Sheet Responses, by Institution

| | Province Total | Colleges Total | Institutes Total |
|---|---|---|---|
| N = | 5435 | 1889 | 3549 |
| 4. WHEN CONSIDERING YOUR CHOICE OF A POST-SECONDARY INSTITUTION, WERE ANY OF THE FOLLOWING FACTORS IMPORTANT? (Check as many as apply)[c,e] | | | |
| 1. teaching reputation | 22.6 | 14.3 | 27.0 |
| 2. institution reputation | 44.2 | 16.3 | 59.1 |
| 3. low tuition | 17.6 | 25.1 | 13.5 |
| 4. close to home | 4.2 | 61.0 | 31.3 |
| 5. friend going | 5.9 | 6.0 | 5.9 |
| 6. offers financial aid | 4.4 | 6.0 | 3.6 |
| 7. intellectual environment | 10.5 | 6.9 | 12.3 |
| 8. good physical facilities | 7.0 | 6.0 | 7.6 |
| 9. parental advice | 3.0 | 4.2 | 2.4 |
| 10. advice of spouse | 2.0 | 1.4 | 2.3 |
| 11. secondary school counsellor's or teachers advice | 3.6 | 4.8 | 3.0 |
| 12. only institution offering program wanted | 34.5 | 24.6 | 39.7 |
| 13. refused admittance to first choice institution | 2.8 | 4.1 | 2.1 |
| 14. opportunity for local employment after leaving institution | 22.2 | 19.2 | 23.8 |
| 15. the institution was there | 20.5 | 30.4 | 15.2 |
| N.R. | 6.4 | 4.5 | 1.5 |
| 5. DID YOU HAVE ANY WORK EXPERIENCE RELATED TO YOUR POST-SECONDARY TRAINING PRIOR TO ENROLLING IN THE PROGRAM? (Check one) | | | |
| 1. none | 38.9 | 47.0 | 34.6 |
| 2. less than 1 year or casual employment only | 14.2 | 14.1 | 14.2 |
| 3. 1 to 2 years | 14.8 | 11.3 | 16.6 |
| 4. 3 years or more | 30.7 | 25.0 | 33.7 |
| N.R. | 1.4 | 2.6 | 0.9 |

APPENDIX A1 (Continued)

Information Sheet Responses, by Institution

| | Province Total | Colleges Total | Institutes Total |
|---|---|---|---|
| N = | 5435 | 1889 | 3549 |
| 6. WHAT WAS YOUR EDUCATIONAL GOAL IN ATTENDING YOUR POST-SECONDARY INSTITUTION? (Check one)[e] | | | |
| 1. to take one or two courses without intending to complete a full program | 26.0 | 18.6 | 30.0 |
| 2. to take background courses to prepare for a career/ technical program | 15.8 | 12.6 | 17.6 |
| 3. to complete a career/technical program on a part-time basis | 23.6 | 17.7 | 26.7 |
| 4. to complete a career/technical program on a full-time basis | 28.7 | 38.9 | 23.2 |
| N.R. | 5.8 | 12.1 | 2.6 |
| 7. WHICH OF THE FOLLOWING STATEMENTS APPLIES TO YOU? (Check one) | | | |
| 1. have received my graduation certificate or diploma | 27.0 | 28.3 | 26.2 |
| 2. have completed all course requirements for graduation but have not applied for my certificate or diploma | 2.3 | 2.3 | 2.3 |
| 3. have completed all the courses I was intending to take | 17.3 | 12.2 | 20.0 |
| 4. have not completed all the courses I was intending to take | 48.0 | 44.6 | 49.7 |
| N.R. | 5.5 | 12.7 | 1.8 |

APPENDIX A1 (Continued)

Information Sheet Responses, by Institution

| | Province Total | Colleges Total | Institutes Total |
|---|---|---|---|
| N = | 5435 | 1889 | 3549 |
| 8. IF YOU DID NOT COMPLETE ALL THE COURSE REQUIREMENTS FOR GRADUATION, INDICATE THE MAJOR REASONS (Check as many as apply)[c,f] | | | |
| 1. not applicable since I have completed all course requirements for graduation[f] | 30.8 | 32.0 | 30.2 |
| 2. have met my objectives for enrolling | 28.2 | 23.1 | 30.8 |
| 3. found employment | 13.5 | 20.7 | 9.9 |
| 4. lacked adequate finances | 12.4 | 13.6 | 11.8 |
| 5. family obligations | 27.4 | 29.7 | 26.3 |
| 6. employment opportunities for graduates seemed poor | 4.7 | 6.7 | 3.8 |
| 7. found courses too difficult | 8.8 | 11.6 | 7.3 |
| 8. dissatisfied with the institution | 7.7 | 10.5 | 6.2 |
| 9. courses not challenging | 4.1 | 5.0 | 3.7 |
| 10. program not what I thought it would be | 16.1 | 19.5 | 14.4 |
| 11. change of career goals | 19.2 | 19.2 | 19.2 |
| 12. wanted to take a program not offered at my original institution | 8.4 | 11.6 | 6.7 |
| 13. health related | - | - | - |
| N.R.[f] | 3.3 | 6.2 | 2.0 |

APPENDIX A1 (Continued)

Information Sheet Responses, by Institution

| | Province Total | Colleges Total | Institutes Total |
|---|---|---|---|
| N = | 5435 | 1889 | 3549 |
| 9. WHICH OF THE FOLLOWING OBJECTIVES FOR ATTENDANCE AT A POST-SECONDARY INSTITUTION DO YOU CONSIDER TO BE MOST IMPORTANT? (Check one)[e] | | | |
| 1. to acquire certain knowledge and techniques applicable to a vocation or field of special interest | 67.8 | 63.0 | 70.3 |
| 2. to acquire and use skills and habits involved in critical and constructive thinking | 13.4 | 10.3 | 15.0 |
| 3. to attain a satisfactory emotional and social adjustment | 1.4 | 1.9 | 1.2 |
| 4. to develop a broad general outlook and familiarity with a variety of subjects | 10.6 | 10.8 | 10.4 |
| N.R. | 6.8 | 14.0 | 3.1 |
| 10. SINCE LEAVING YOUR POST-SECONDARY INSTITUTION DID YOU SEEK EMPLOYMENT RELATED TO YOUR TRAINING?[a,d] | | | |
| 1. not applicable since still attending my post-secondary institution[a] | 9.6 | 9.6 | |
| 2. yes | 68.9 | 68.9 | |
| 3. no | 26.5 | 26.5 | |
| N.R. | 4.6 | 4.6 | |

APPENDIX A1 (Continued)

Information Sheet Responses, by Institution

| | Province Total | Colleges Total | Institutes Total |
|---|---|---|---|
| N = | 5435 | 1889 | 3549 |
| 11. IF YOU ARE CURRENTLY ATTENDING A POST-SECONDARY INSTITUTION EITHER FULL-TIME OR PART-TIME, PLEASE INDICATE WHICH INSTITUTION | | | |
| Camosun | 0.3 | 0.8 | 0.1 |
| Capilano | 0.4 | 0.8 | 0.2 |
| Cariboo | 0.3 | 0.8 | - |
| Douglas | 0.8 | 1.1 | 0.6 |
| Malaspina | 0.3 | 0.8 | 0.1 |
| New Caledonia | 0.1 | 0.3 | - |
| Okanagan | 0.3 | 1.0 | - |
| Selkirk | - | 0.1 | - |
| Langara | 1.6 | 0.5 | 2.1 |
| Emily Carr | 0.1 | 0.2 | - |
| BCIT-Day | 4.4 | 0.4 | 6.6 |
| Fraser Valley | 0.3 | 0.8 | - |
| Northwest | - | 0.1 | - |
| East Kootenay | 0.1 | 0.4 | - |
| North Island | 0.1 | 0.2 | - |
| Northern Lights | 0.2 | 0.6 | - |
| BCIT-Night | 3.1 | - | 4.8 |
| OLI | 0.1 | 0.3 | - |
| Hospitals | 0.3 | 0.2 | 0.4 |
| Accounting | 0.6 | 0.8 | 0.4 |
| PVI | 0.5 | 0.4 | 0.6 |
| UBC | 2.8 | 1.4 | 3.5 |
| SFU | 1.2 | 1.2 | 1.3 |
| UVic | 0.3 | 0.7 | 0.1 |
| David Thompson | - | - | - |
| Trinity | - | - | - |
| Other Province | 0.8 | 1.2 | 0.6 |
| Other Country | 0.1 | 0.1 | - |
| Miscellaneous | 0.1 | 0.1 | 0.1 |
| N.R. | 79.3 | 83.6 | 77.0 |

APPENDIX A1 (Continued)

Information Sheet Responses, by Institution

| | Province Total | Colleges Total | Institutes Total |
|---|---|---|---|
| N = | 5435 | 1889 | 3549 |
| 12. WHICH ONE OF THE FOLLOWING BEST DESCRIBES WHAT YOU ARE NOW DOING? (Check one) | | | |
| 1. employed: full-time (30 hours or more per week) | 66.9 | 59.6 | 70.8 |
| 2. employed: part-time (less than 30 hours per week) | 5.7 | 8.6 | 4.1 |
| 12. employed (status unknown) | 0.5 | 0.8 | 0.4 |
| 3. employed and taking education or training (full or part-time) | 13.1 | 11.2 | 14.0 |
| 4. full-time student | 2.8 | 3.4 | 2.5 |
| 5. part-time student (but not employed) | 0.3 | 0.3 | 0.2 |
| 45. student (status unknown) | - | 0.7 | 0.6 |
| 6. full-time household/ family duties | 3.9 | 6.4 | 2.6 |
| 7. presently unemployed, but seeking a job | 3.6 | 5.3 | 2.6 |
| 8. presently unemployed, and not seeking a job | 1.3 | 1.8 | 1.1 |
| 9. other | 0.2 | 0.6 | - |
| N.R. | 1.0 | 1.2 | 1.0 |

APPENDIX A1 (Continued)

Information Sheet Responses, by Institution

| | Province Total | Colleges Total | Institutes Total |
|---|---|---|---|
| N = | 5435 | 1889 | 3549 |
| 13. HOW LONG DID IT TAKE YOU TO FIND YOUR PRESENT JOB AFTER LEAVING YOUR POST-SECONDARY INSTITUTION? (Check one)[b] | | | |
| 1. not applicable since still attending my institution[b] | 9.0 | 7.9 | 9.6 |
| 2. already working in my job while enrolled at my institution[b] | 40.1 | 25.6 | 47.8 |
| 3. found job before leaving my institution[b] | 11.2 | 9.7 | 12.0 |
| 4. less than one month | 19.3 | 18.2 | 20.2 |
| 5. 1 to 4 months | 23.6 | 23.6 | 23.6 |
| 6. 5 to 8 months | 9.5 | 9.7 | 9.4 |
| 7. more than 8 months | 6.5 | 7.2 | 5.9 |
| 8. unknown | 0.7 | 1.5 | - |
| N.R. | 40.4 | 39.9 | 41.0 |
| 14. WHERE IS THE LOCATION OF YOUR PRESENT JOB? (Check one) | | | |
| 1. Peace River and Northeast B.C. | 1.8 | 4.6 | 0.6 |
| 2. Northwest B.C. | 1.0 | 1.7 | 0.6 |
| 3. Central Coast (Sechelt to Prince Rupert) | 0.6 | 0.9 | 0.4 |
| 4. Okanagan | 3.1 | 8.0 | 0.6 |
| 5. Kootenays | 1.8 | 4.3 | 0.5 |
| 6. Central B.C. (Merritt to Prince George) | 4.0 | 9.3 | 1.3 |
| 7. Vancouver Island | 6.4 | 14.1 | 2.3 |
| 8. Lower Mainland (including Vancouver) | 59.3 | 25.0 | 77.5 |
| 9. Fraser Valley | 3.5 | 4.6 | 2.9 |
| 10. in Canada but outside B.C. | 2.3 | 3.1 | 1.8 |
| 11. outside Canada | 0.1 | 0.1 | 0.1 |
| N.R. | 16.1 | 24.3 | 11.8 |

APPENDIX A1 (Continued)

Information Sheet Responses, by Institution

| | Province Total | Colleges Total | Institutes Total |
|---|---|---|---|
| N = | 5435 | 1889 | 3549 |
| 15. HOW DID YOU FIND YOUR PRESENT JOB? (Check one) | | | |
| 1. had job before attending my institution and continued in it | 33.7 | 23.8 | 39.0 |
| 2. on campus Canada Employment Centre (formerly Manpower) | 4.5 | 1.8 | 5.8 |
| 3. through practicum, clinical, or work experience taken as part of program | 3.1 | 5.0 | 2.0 |
| 4. union or professional organization | 1.0 | 0.7 | 1.1 |
| 5. newspaper ad | 7.9 | 7.0 | 8.4 |
| 6. found the job on my own | 17.2 | 19.8 | 15.8 |
| 7. instructor referral | 2.7 | 2.9 | 2.6 |
| 8. referral by friend or relative | 7.5 | 8.8 | 6.8 |
| 9. other (indicate) | 5.7 | 6.9 | 5.1 |
| N.R. | 16.7 | 23.2 | 13.3 |
| 16. HOW USEFUL WAS YOUR POST-SECONDARY TRAINING IN GETTING YOUR PRESENT JOB? (Check one)[e] | | | |
| 1. not useful at all | 23.4 | 21.1 | 24.6 |
| 2. of very little use | 5.7 | 4.9 | 6.1 |
| 3. useful to some extent | 19.8 | 15.4 | 22.1 |
| 4. very useful | 12.3 | 11.4 | 12.8 |
| 5. could not have got the job without it | 16.0 | 15.4 | 16.1 |
| N.R. | 22.9 | 31.8 | 18.3 |

APPENDIX A1 (Continued)

Information Sheet Responses, by Institution

| | Province Total | Colleges Total | Institutes Total |
|---|---|---|---|
| N = | 5435 | 1889 | 3549 |
| 17./ | | | |
| 18. IN WHAT KIND OF BUSINESS OR INDUSTRY IS YOUR PRESENT JOB? (e.g. retail drugs, grain farming, banking, computer equipment, etc.) WHAT IS YOUR PRESENT OCCUPATION, OR WHAT KIND OF WORK DO YOU DO? (e.g., office clerk, salesperson, auto mechanic, electronics technologist, graduate nurse, etc.) | | | |
| Managerial, Administrative | 14.4 | 10.0 | 16.7 |
| Natural Sciences, Engineering, Mathematics | 8.8 | 2.0 | 12.3 |
| Social Sciences | 2.3 | 3.9 | 1.4 |
| Teaching | 2.8 | 4.8 | 1.7 |
| Medicine & Health | 8.8 | 8.6 | 8.9 |
| Artistic, Performing Arts | 1.7 | 3.0 | 1.0 |
| Sport & Recreation | 0.6 | 1.7 | - |
| Clerical | 18.1 | 17.7 | 18.2 |
| Sales | 7.2 | 6.1 | 7.8 |
| Service | 3.8 | 5.2 | 3.0 |
| Farming, Horticulture | 0.6 | 0.3 | 0.8 |
| Fishing, Hunting, Trapping | 0.2 | 0.3 | 0.2 |
| Forestry & Logging | 1.1 | 1.7 | 0.8 |
| Mining & Quarrying | 0.2 | 0.1 | 0.2 |
| Processing | 1.6 | 1.8 | 1.5 |
| Machining | 0.3 | 0.2 | 0.3 |
| Product Fabricating | 4.0 | 2.3 | 4.8 |
| Construction | 2.5 | 1.5 | 3.0 |
| Transport Equipment Operating | 1.4 | 1.5 | 1.4 |
| Material-Handling | 1.0 | 0.6 | 1.2 |
| Other Crafts and Equipment Operating | 1.1 | 1.0 | 1.1 |
| Occupations not elsewhere classified | 1.9 | 1.7 | 1.9 |
| N.R. | 15.8 | 23.8 | 11.6 |

APPENDIX A1 (Continued)

Information Sheet Responses, by Institution

| | Province Total | Colleges Total | Institutes Total |
|---|---|---|---|
| N = | 5435 | 1889 | 3549 |
| 19. HOW USEFUL HAS YOUR TRAINING BEEN TO YOU IN PERFORMING YOUR PRESENT JOB? (Check one)[d] | | | |
| 1. very useful | 28.9 | 28.9 | |
| 2. useful to some extent | 32.2 | 32.2 | |
| 3. not useful at all | 17.2 | 17.2 | |
| N.R. | 21.7 | 21.7 | |
| 20. HOW RELATED IS YOUR PRESENT JOB TO YOUR TRAINING? (Check one)[d] | | | |
| 1. definitely related | 36.3 | 36.3 | |
| 2. related to some extent | 24.2 | 24.2 | |
| 3. not related at all | 18.8 | 18.8 | |
| N.R. | 20.6 | 20.6 | |
| RESEARCH TEAM'S EVALUATION: | | | |
| IS JOB RELATED TO TRAINING? | | | |
| 1. related | 20.2 | 32.1 | 13.9 |
| 2. not related | 17.5 | 31.8 | 9.9 |
| 3. no evaluation made | 62.3 | 36.2 | 76.2 |

APPENDIX A1 (Continued)

Information Sheet Responses, by Institution

| | Province Total | Colleges Total | Institutes Total |
|---|---|---|---|
| N = | 5435 | 1889 | 3549 |
| 21. IF THERE IS NO RELATIONSHIP BETWEEN THE PROGRAM WHICH YOU TOOK AT YOUR POST-SECONDARY INSTITUTION AND YOUR PRESENT JOB, WHAT IS THE REASON? (Check as many as apply)[c,d,f] | | | |
| 1. not applicable since there is some relationship between program and job[f] | 41.7 | 41.7 | |
| 2. could not find a related job to my training | 28.3 | 28.3 | |
| 3. could not find a related job without leaving my community | 6.5 | 6.5 | |
| 4. better pay in present job than in related job | 27.7 | 27.7 | |
| 5. better opportunity for advancement than in a related job | 14.4 | 14.4 | |
| 6. did not want to work in a job related to my training | 29.6 | 29.6 | |
| 7. my training was inadequate | 33.5 | 33.5 | |
| 8. other | 2.9 | 2.9 | |
| N.R.[f] | 37.6 | 37.6 | |
| 22. WHAT IS YOUR PRESENT SALARY BEFORE DEDUCTIONS? (Check one) | | | |
| 1. less than $1000 per month | 14.6 | 22.1 | 10.6 |
| 2. $1000 to $1399 per month | 24.0 | 24.2 | 23.9 |
| 3. $1400 to $1799 per month | 20.4 | 16.2 | 22.6 |
| 4. $1800 or more per month | 24.3 | 13.3 | 30.1 |
| N.R. | 16.8 | 24.2 | 12.9 |

APPENDIX A1 (Continued)

Information Sheet Responses, by Institution

| | Province Total | Colleges Total | Institutes Total |
|---|---|---|---|
| N = | 5435 | 1889 | 3549 |
| **23. IF YOU ARE PRESENTLY NOT EMPLOYED WHAT IS THE MAJOR REASON? (Check one)[a,e]** | | | |
| 1. not applicable since I am employed[a] | 83.7 | 72.9 | 89.4 |
| 2. have not looked for a job | 3.5 | 3.5 | 3.7 |
| 3. salary too low in jobs available | 1.8 | 1.6 | 1.9 |
| 4. laid off from previous job | 6.3 | 4.1 | 9.3 |
| 5. there are no openings in the field for which I am trained | 6.5 | 5.5 | 8.0 |
| 6. have not completed the program which would qualify me for a job in my field | 7.9 | 5.8 | 10.6 |
| 7. unable to obtain required license, trade certificate or union membership | 0.2 | 0.2 | 0.3 |
| 8. I am still at school | 12.4 | 7.8 | 18.6 |
| 9. full-time household/ family duties | 25.0 | 23.6 | 27.1 |
| N.R. | 36.3 | 48.0 | 20.7 |
| **24. WOULD YOU BE WILLING TO MOVE TO ANOTHER COMMUNITY TO GET A JOB IN THE FIELD FOR WHICH YOU WERE TRAINED? (Check one)[a,d,e]** | | | |
| 1. not applicable since I already have a job in my field of training[a] | 31.9 | 31.9 | |
| 2. yes | 16.2 | 16.2 | |
| 3. yes, depending on where | 24.4 | 24.4 | |
| 4. no | 33.4 | 33.4 | |
| N.R. | 26.0 | 26.0 | |

APPENDIX A1 (Continued)

Information Sheet Responses, by Institution

| | Province Total | Colleges Total | Institutes Total |
|---|---|---|---|
| N = | 5435 | 1889 | 3549 |
| 25. WITH WHICH OF THE FOLLOWING STATEMENTS ABOUT POST-SECONDARY INSTITUTIONS DO YOU AGREE? (Check one box for each statement)[d,e] | | | |
| Those Responding "Agree": | | | |
| 1. Tuition Fees are low | 53.5 | 53.5 | |
| 2. Quality of teaching is high | 41.7 | 41.7 | |
| 3. Student counselling services are readily available | 25.6 | 25.6 | |
| 4. Career counselling services are readily available | 43.2 | 43.2 | |
| 5. Admission requirements are reasonable | 77.3 | 77.3 | |
| 6. The mix of students (age, background) is a positive factor | 68.0 | 68.0 | |
| 7. Post-secondary institutions are concerned about the needs of students | 46.1 | 46.1 | |
| 8. Classes are of reasonable size | 69.5 | 69.5 | |
| 9. Equipment and facilities are up-to-date | 49.8 | 49.8 | |
| 10. I could continue to live in my own community while attending post-secondary education | 71.0 | 71.0 | |
| 11. Post-secondary institutions provide the opportunity to attend part-time and in the evening | 80.5 | 80.5 | |
| 12. Post-secondary institutions provide an interesting learning environment | 68.8 | 68.8 | |

APPENDIX A1 (Continued)

Information Sheet Responses, by Institution

| | Province Total | Colleges Total | Institutes Total |
|---|---|---|---|
| N = | 5435 | 1889 | 3549 |
| 26. WHICH OF THE FOLLOWING STATEMENTS APPLY TO YOU? (Check as many as appropriate)[c,e] | | | |
| 1. I plan to take further education in my field of training | 47.3 | 43.0 | 49.6 |
| 2. I may take the occasional post-secondary course to keep up-to-date in my field of training | 36.6 | 32.9 | 38.6 |
| 3. I plan to take further post-secondary education in areas other than my field of training | 36.9 | 32.6 | 39.1 |
| 4. I may take an occasional post-secondary course for general interest but I am basically finished with my post-secondary training | 20.0 | 20.8 | 19.5 |
| 5. I do not plan to take any further post-secondary training | 3.3 | 4.0 | 2.8 |
| N.R. | 0.3 | 0.5 | 0.2 |
| 27. YOUR SEX | | | |
| 1. male | 45.6 | 35.0 | 51.2 |
| 2. female | 53.2 | 64.0 | 47.3 |
| N.R. | 1.3 | 1.0 | 1.5 |
| 28. YOUR AGE | | | |
| 1. under 18 years | 0.2 | 0.3 | 0.1 |
| 2. 18 to 24 years | 34.4 | 44.8 | 28.9 |
| 3. 25 to 34 years | 38.3 | 30.2 | 42.5 |
| 4. 35 to 44 years | 16.1 | 15.2 | 16.6 |
| 5. over 44 years | 9.9 | 8.6 | 10.6 |
| N.R. | 1.1 | 0.9 | 1.3 |

APPENDIX A2
INFORMATION SHEET RESPONSES, BY DISCIPLINE CLUSTER

| QUESTION | N= | 12 Renewable Resources: College (2 yr) 39 | 12 Renewable Resources: BCIT (day) 43 | 13 Non Renewable Resources: BCIT (day) 27 | 21 Engineer: BCIT (day) 69 | 22 Electricity Electronics: College (2 yr) 33 | 22 Electricity Electronics: BCIT (day) 61 | 25 Construction: BCIT (day) 29 | 31 Business Administration: College (1 yr) 214 | 31 Business Administration: College (2 yr) 581 | 31 Business Administration: BCIT (day) 169 | 31 Business Administration: BCIT (night) 263 | 32 Office Admin.: College (2 yr) 33 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 DURING YOUR ENROLMENT AT YOUR POST-SECONDARY INSTITUTION IN 1979-1980 WERE YOU PRIMARILY: | | | | | | | | | | | | | |
| 1 a full-time student? | | 98.4 | 98.8 | 98.1 | 97.1 | 96.1 | 98.4 | 100.0 | 4.8 | 35.5 | 97.0 | 4.0 | 78.9 |
| 2 a part-time student? | | - | 1.2 | - | 0.7 | 1.9 | 0.8 | - | 87.2 | 54.2 | 2.1 | 95.1 | 3.8 |
| N.R. | | 1.6 | - | 1.9 | 2.2 | 1.9 | 0.8 | - | 8.0 | 10.3 | 0.9 | 0.8 | 17.2 |
| 2 WHAT WAS YOUR MAIN OBJECTIVE FOR ATTENDING YOUR POST-SECONDARY INSTITUTION? (Check one) | | | | | | | | | | | | | |
| 1 to learn the skills needed for a job | | 65.4 | 68.6 | 51.9 | 62.5 | 64.1 | 71.3 | 63.2 | 15.9 | 26.7 | 56.4 | 16.4 | 56.2 |
| 2 to complete certification requirements | | 6.3 | 7.0 | 1.9 | 3.7 | 7.5 | 3.3 | 3.5 | 10.2 | 9.3 | 8.4 | 17.3 | 5.8 |
| 3 to improve existing job skills | | 7.9 | 5.8 | 7.4 | 9.6 | 9.4 | 4.1 | 7.0 | 37.7 | 24.2 | 7.2 | 38.5 | 11.1 |
| 4 to decide on a career | | 9.3 | 16.3 | 22.2 | 17.6 | 5.7 | 12.3 | 15.8 | 3.3 | 16.8 | 24.5 | 13.2 | 8.8 |
| 5 to study until a job became available | | - | - | 1.9 | - | 1.8 | 0.8 | - | - | 0.9 | - | 0.8 | - |
| 6 for personal interest | | 4.6 | 1.2 | 3.7 | 1.5 | 3.8 | 4.9 | 1.8 | 19.0 | 11.2 | 1.8 | 7.8 | 5.8 |
| 7 to transfer to a technical institute | | - | 1.2 | 1.9 | 0.7 | 5.8 | 0.8 | 1.8 | 0.8 | 1.3 | - | 0.3 | - |
| 8 to transfer to a university | | - | - | 7.4 | 0.7 | - | 1.6 | 1.8 | 2.1 | 2.2 | 1.2 | 1.3 | - |
| 9 prepare for special education | | - | 5 | - | - | - | - | - | 0.2 | 1.6 | - | - | 1.5 |
| 10 other | | - | - | - | - | - | - | - | - | 0.1 | - | - | - |
| N.R. | | 6.4 | - | 1.9 | 3.7 | 1.9 | 0.8 | 5.3 | 10.7 | 5.8 | 0.6 | 4.3 | 10.7 |
| 3 HAVE YOU MET YOUR MAIN OBJECTIVE FOR ATTENDING A POST-SECONDARY INSTITUTION? (Check one) | | | | | | | | | | | | | |
| 1 yes | | 64.0 | 70.9 | 55.6 | 65.4 | 47.1 | 72.1 | 66.7 | 35.6 | 41.3 | 68.1 | 25.6 | 35.4 |
| 2 no | | 11.0 | 5.8 | 7.4 | 2.9 | 13.1 | 2.5 | 5.3 | 13.8 | 10.0 | 4.2 | 8.4 | 9.6 |
| 3 no but still hope to do so in the future | | 14.1 | 15.1 | 25.9 | 21.3 | 32.1 | 17.2 | 26.3 | 38.1 | 33.3 | 14.9 | 51.8 | 31.6 |
| 4 no but have changed my objective to one I feel is more appropriate | | 9.3 | 7.0 | 5.6 | 9.6 | 7.7 | 7.4 | 1.8 | 7.4 | 13.0 | 11.0 | 13.2 | 16.5 |
| N.R. | | 1.6 | 1.2 | 5.6 | 0.7 | - | 0.8 | - | 5.1 | 2.4 | 1.8 | 1.1 | 6.9 |
| 4 WHEN CONSIDERING YOUR CHOICE OF A POST-SECONDARY INSTITUTION, WERE ANY OF THE FOLLOWING FACTORS IMPORTANT? (Check as many as apply)c,e | | | | | | | | | | | | | |
| 1 teaching reputation | | 25.6 | 23.3 | 25.9 | 18.8 | 24.2 | 34.4 | 27.6 | 9.8 | 10.0 | 36.1 | 29.3 | 9.1 |
| 2 institution reputation | | 28.2 | 86.0 | 74.1 | 68.1 | 18.2 | 86.9 | 72.4 | 11.7 | 12.9 | 87.6 | 71.9 | 15.2 |
| 3 low tuition | | 28.2 | 7.0 | 29.6 | 8.7 | 45.5 | 8.2 | 13.8 | 13.6 | 27.4 | 11.8 | 12.5 | 30.3 |
| 4 close to home | | 61.5 | 25.6 | 29.6 | 29.0 | 84.8 | 24.6 | 27.6 | 56.8 | 68.8 | 26.0 | 34.6 | 57.6 |
| 5 friend going | | 5.1 | 4.7 | 11.1 | 4.3 | 9.1 | 6.6 | 3.4 | 7.0 | 5.7 | 5.3 | 5.7 | 9.1 |
| 6 offers financial aid | | 15.4 | 4.7 | 14.8 | 2.9 | 9.1 | 4.9 | 3.4 | 2.3 | 3.8 | 1.2 | 2.3 | 12.1 |
| 7 intellectual environment | | - | 7.0 | 14.8 | 10.1 | 3.0 | 16.4 | 10.3 | 4.2 | 5.3 | 13.6 | 9.5 | 3.0 |
| 8 good physical facilities | | 15.4 | 7.0 | 14.8 | 8.7 | 3.0 | 8.2 | 20.7 | 4.2 | 4.1 | 7.7 | 6.1 | 6.1 |
| 9 parental advice | | 7.7 | 2.3 | 7.4 | 7.2 | 9.1 | 9.8 | 3.4 | 0.9 | 5.7 | 5.3 | 2.3 | 9.1 |
| 10 advice of spouse | | - | - | 3.7 | 2.9 | - | - | - | 2.8 | 0.9 | 1.8 | 1.9 | 3.0 |
| 11 secondary school councellor's or teacher's advice | | 5.1 | 9.3 | 11.1 | 7.2 | 3.0 | 14.8 | 6.9 | 1.9 | 4.6 | 13.0 | 1.5 | 9.1 |
| 12 only institution offering program wanted | | 15.4 | 39.5 | 25.9 | 44.9 | 12.1 | 39.3 | 51.7 | 25.2 | 18.4 | 22.5 | 28.5 | 9.1 |
| 13 refused admittance to 1st choice inst. | | 15.4 | 2.3 | 7.4 | 4.3 | - | 3.3 | 3.4 | 0.5 | 1.5 | 1.2 | 0.4 | - |
| 14 opportunity for local employment after leaving the institution | | 17.9 | 14.0 | 18.5 | 30.4 | 9.1 | 32.8 | 51.7 | 4.7 | 6.0 | 37.3 | 10.6 | 21.2 |
| 15 the institution was there! | | 25.6 | 14.0 | 18.5 | 13.0 | 27.3 | 11.5 | 13.8 | 45.8 | 32.0 | 8.9 | 12.9 | 27.3 |
| N.R. | | 2.6 | 2.3 | - | 1.4 | - | 1.6 | - | 5.1 | 10.7 | 0.6 | 0.4 | 18.2 |

APPENDIX A2 (Con't)
INFORMATION SHEET RESPONSES, BY DISCIPLINE CLUSTER

| QUESTION | N = | 33 Communication Arts: College (2 yr) 76 | 33 Communication Arts: BCIT (day) 25 | 34 Personal Services: College (2 yr) 25 | 34 Personal Services: BCIT (day) 42 | 34 Personal Services: BCIT (night) 28 | 41 Legal and Social Services: College (1 yr) 80 | 41 Legal and Social Services: College (2 yr) 147 | 42 Nursing: College (1 yr) 26 | 42 Nursing: College (2 yr) 118 | 43 Health: BCIT (day) 64 | 44 Education: College (1 yr) 42 | 44 Education: College (2 yr) 93 | 51 Fine Arts: College (2 yr) 139 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 DURING YOUR ENROLMENT AT YOUR POST-SECONDARY INSTITUTION IN 1979-1980 WERE YOU PRIMARILY:[a] | | | | | | | | | | | | | | |
| 1 a full-time student? | | 65.4 | 100.0 | 64.6 | 96.4 | 12.8 | 44.2 | 47.5 | 27.9 | 81.9 | 100.0 | 25.1 | 34.2 | 51.5 |
| 2 a part-time student? | | 9.8 | - | - | 2.4 | 82.1 | 39.2 | 47.6 | 72.1 | 3.6 | - | 54.1 | 32.8 | 21.8 |
| N.R. | | 24.8 | - | 35.4 | 1.2 | 5.1 | 16.6 | 4.8 | - | 14.5 | - | 20.8 | 33.0 | 26.7 |
| 2 WHAT WAS YOUR MAIN OBJECTIVE FOR ATTENDING YOUR POST-SECONDARY INSTITUTION?(Check one) | | | | | | | | | | | | | | |
| 1 to learn the skills needed for a job | | 59.4 | 81.6 | 53.1 | 41.0 | 20.5 | 41.0 | 32.7 | 18.9 | 55.3 | 71.7 | 39.0 | 34.9 | 28.6 |
| 2 to complete certification requirements | | 4.9 | - | 10.3 | 4.8 | 12.8 | 13.1 | 7.4 | 15.9 | 16.1 | 16.5 | 14.4 | 18.2 | 5.0 |
| 3 to improve existing job skills | | 9.6 | 6.1 | 11.9 | 12.0 | 15.4 | 20.4 | 18.6 | 33.0 | 8.1 | 0.8 | 16.0 | 8.2 | 6.3 |
| 4 to decide on a career | | 10.8 | 6.1 | 8.7 | 36.1 | 12.8 | 9.0 | 10.2 | 2.3 | 9.5 | 8.7 | 3.7 | 7.1 | 13.5 |
| 5 to study until a job became available | | - | - | - | - | 7.7 | 0.7 | 2.0 | - | - | - | - | - | 0.4 |
| 6 for personal interest | | 6.8 | - | 2.0 | 1.2 | 10.3 | 3.4 | 15.7 | 14.9 | 1.4 | 0.8 | 11.8 | 10.5 | 26.9 |
| 7 to transfer to a technical institute | | 1.6 | - | 2.6 | - | - | - | 0.5 | - | - | - | - | 0.7 | 0.4 |
| 8 to transfer to a university | | 0.8 | - | 2.6 | - | 2.6 | 2.1 | 5.7 | - | - | - | - | 0.8 | 4.6 |
| 9 prepare for special education | | 1.3 | - | - | - | - | 0.6 | 0.7 | - | 0.9 | - | 1.2 | 1.1 | 4.4 |
| 10 other | | 0.7 | - | - | - | - | - | 0.3 | - | 1.3 | - | 1.2 | 1.1 | 1.8 |
| N.R. | | 4.1 | 6.1 | 8.8 | 4.8 | 17.9 | 9.6 | 6.2 | 15.1 | 7.3 | 1.6 | 12.7 | 16.8 | 8.2 |
| 3 HAVE YOU MET YOUR MAIN OBJECTIVE FOR ATTENDING A POST-SECONDARY INSTITUTION? (Check one) | | | | | | | | | | | | | | |
| 1 yes | | 64.5 | 61.2 | 53.0 | 43.4 | 33.3 | 69.8 | 51.7 | 64.7 | 78.2 | 78.0 | 61.8 | 58.4 | 49.4 |
| 2 no | | 8.2 | 10.2 | 10.4 | 6.0 | 2.6 | 3.9 | 5.8 | 11.2 | 5.9 | 2.4 | 6.5 | 5.3 | 10.3 |
| 3 no but still hope to do so in the future | | 14.5 | 24.5 | 17.6 | 24.1 | 33.3 | 19.9 | 29.5 | 18.8 | 9.6 | 15.0 | 24.4 | 17.9 | 24.5 |
| 4 no but have changed my objective to one I feel is more appropriate | | 10.1 | 4.1 | 15.0 | 21.7 | 25.6 | 4.5 | 10.7 | 5.3 | 4.4 | 3.9 | 3.7 | 9.3 | 11.2 |
| N.R. | | 2.7 | - | 4.1 | 4.8 | 5.1 | 1.9 | 2.2 | - | 1.9 | 0.8 | 3.6 | 9.1 | 4.6 |
| 4 WHEN CONSIDERING YOUR CHOICE OF A POST-SECONDARY INSTITUTION, WERE ANY OF THE FOLLOWING FACTORS IMPORTANT?(Check as many as apply)[c,e] | | | | | | | | | | | | | | |
| 1 teaching reputation | | 19.7 | 24.0 | 4.0 | 23.8 | 32.1 | 17.5 | 16.3 | 26.9 | 21.2 | 23.4 | 7.1 | 12.9 | 21.6 |
| 2 institution reputation | | 25.0 | 80.0 | 8.0 | 73.8 | 46.4 | 11.3 | 23.8 | 30.8 | 27.1 | 56.3 | 9.5 | 12.9 | 20.1 |
| 3 low tuition | | 34.2 | 16.0 | 32.0 | 7.1 | 21.4 | 18.8 | 30.6 | 26.9 | 28.8 | 9.4 | 16.7 | 17.2 | 26.6 |
| 4 close to home | | 40.8 | 32.0 | 52.0 | 23.8 | 28.6 | 48.8 | 60.5 | 80.8 | 55.9 | 28.1 | 54.8 | 52.7 | 38.1 |
| 5 friend going | | 6.6 | - | 4.0 | 9.5 | 17.9 | 6.3 | 6.1 | 7.7 | 5.9 | 3.1 | - | 3.2 | 4.3 |
| 6 offers financial aid | | 5.3 | 8.0 | 12.0 | 4.8 | 7.1 | 13.8 | 6.8 | 3.8 | 11.9 | 12.5 | 4.8 | 4.3 | 4.3 |
| 7 intellectual environment | | 9.2 | 16.0 | 4.0 | 7.1 | 14.3 | 10.0 | 8.2 | 11.5 | 5.1 | 10.9 | 4.8 | 7.5 | 10.8 |
| 8 good physical facilities | | 7.9 | 16.0 | 4.0 | 7.1 | 10.7 | 8.8 | 6.1 | 3.8 | 5.9 | 3.1 | 2.4 | 5.4 | 6.5 |
| 9 parental advice | | 3.9 | 4.0 | 8.0 | 11.9 | 3.6 | 1.3 | 4.8 | - | 5.9 | 7.8 | - | 3.2 | 2.9 |
| 10 advice of spouse | | - | - | - | 2.4 | - | - | 1.4 | 7.7 | 3.4 | - | 2.4 | 3.2 | 0.7 |
| 11 secondary school councellor's or teacher's advice | | 9.2 | 24.0 | 12.0 | 9.5 | 3.6 | 3.8 | 4.1 | 3.8 | 4.2 | 6.3 | 2.4 | 3.2 | 5.0 |
| 12 only institution offering program wanted | | 31.6 | 68.0 | 24.0 | 45.2 | 50.0 | 32.5 | 38.1 | 30.8 | 22.9 | 76.6 | 21.4 | 17.2 | 34.5 |
| 13 refused admittance to 1st choice inst. | | 2.6 | - | 4.0 | 2.4 | - | - | 1.4 | 7.7 | 5.9 | 1.6 | - | - | 2.2 |
| 14 opportunity for local employment after leaving the institution | | 11.8 | 16.0 | 12.0 | 23.8 | 14.3 | 18.8 | 13.6 | 15.4 | 17.8 | 26.6 | 16.7 | 9.7 | 2.9 |
| 15 the institution was there! | | 11.8 | 8.0 | 16.0 | 23.8 | 17.9 | 22.5 | 22.4 | 30.8 | 28.0 | 9.4 | 42.9 | 21.5 | 21.6 |
| N.R. | | 25.0 | - | 36.0 | 2.4 | - | 17.5 | 5.4 | 3.8 | 14.4 | - | 19.0 | 32.3 | 25.2 |

APPENDIX A2
INFORMATION SHEET RESPONSES, BY DISCIPLINE CLUSTER

| QUESTION | N= | 12 Renewable Resources: College (2 yr) 39 | 12 Renewable Resources: BCIT (day) 43 | 13 Non Renewable Resources: BCIT (day) 27 | 21 Engineer: BCIT (day) 69 | 22 Electricity Electronics: College (2 yr) 33 | 22 Electricity Electronics: BCIT (day) 61 | 25 Construction: BCIT (day) 29 | 31 Business Administration: College (1 yr) 214 | 31 Business Administration: College (2 yr) 581 | 31 Business Administration: BCIT (day) 169 | 31 Business Administration: BCIT (night) 263 | 32 Office Admin.: College (2 yr) 33 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 DID YOU HAVE ANY WORK EXPERIENCE RELATED TO YOUR POST-SECONDARY TRAINING PRIOR TO ENROLLING IN THE PROGRAM?(Check one) | | | | | | | | | | | | | |
| 1 none | | 35.7 | 33.7 | 72.2 | 57.4 | 83.0 | 75.4 | 52.6 | 28.3 | 45.5 | 62.4 | 29.1 | 49.2 |
| 2 less than 1 year or casual employment only | | 37.4 | 39.5 | 14.8 | 25.0 | 11.4 | 16.4 | 29.8 | 12.7 | 11.1 | 21.5 | 12.1 | 25.0 |
| 3 1 to 2 years | | 12.7 | 19.8 | 5.6 | 11.8 | 1.9 | 4.9 | 5.3 | 12.5 | 13.7 | 8.4 | 19.9 | 7.7 |
| 4 3 years or more | | 12.7 | 7.0 | 7.4 | 5.1 | 3.8 | 3.3 | 12.3 | 44.1 | 27.9 | 7.8 | 38.5 | 13.1 |
| N.R. | | 1.6 | - | - | 0.7 | - | - | - | 2.3 | 1.8 | - | 0.3 | 5.0 |
| 6 WHAT WAS YOUR EDUCATIONAL GOAL IN ATTENDING YOUR POST-SECONDARY INSTITUTION?(Check one)[a] | | | | | | | | | | | | | |
| 1 to take 1 or 2 courses without intending to complete a full program | | - | - | - | - | - | 0.8 | - | 37.9 | 19.9 | 0.3 | 16.4 | 1.9 |
| 2 to take background courses to prepare for a career/technical program | | 1.5 | - | 7.4 | 0.7 | 7.6 | 3.3 | 3.5 | 20.0 | 14.5 | 4.2 | 16.4 | 19.3 |
| 3 to complete a career/technical program on a part-time basis | | 1.6 | 1.2 | - | - | 1.9 | - | - | 30.7 | 25.7 | 0.9 | 61.7 | 1.9 |
| 4 to complete a career/technical program on a full-time basis | | 95.3 | 98.8 | 92.6 | 98.5 | 88.6 | 95.9 | 94.7 | 5.6 | 30.4 | 94.3 | 4.0 | 59.7 |
| N.R. | | 1.6 | - | - | 0.7 | 1.9 | - | 1.8 | 5.8 | 9.5 | 0.3 | 1.3 | 17.2 |
| 7 WHICH OF THE FOLLOWING STATEMENTS APPLIES TO YOU?(Check one) | | | | | | | | | | | | | |
| 1 have received my graduation certificate or diploma | | 51.4 | 73.3 | 79.6 | 80.9 | 46.9 | 82.0 | 86.0 | 10.1 | 18.9 | 76.4 | 10.2 | 23.1 |
| 2 have completed all course requirements for graduation but have not applied for my certificate or diploma | | 6.3 | 2.3 | - | 2.2 | 3.7 | 0.8 | 1.8 | 1.3 | 1.4 | 0.6 | 1.9 | 1.9 |
| 3 have completed all the courses I was intending to take | | 3.1 | 1.2 | 1.9 | 1.5 | 5.8 | 1.6 | - | 18.1 | 12.8 | 1.8 | 7.5 | 21.2 |
| 4 have not completed all the courses I was intending to take | | 34.4 | 20.9 | 16.7 | 14.0 | 43.7 | 15.6 | 10.5 | 64.0 | 56.2 | 20.3 | 79.0 | 36.5 |
| N.R. | | 4.8 | 2.3 | 1.9 | 1.5 | - | - | 1.8 | 6.6 | 10.7 | 0.9 | 1.3 | 17.2 |
| 8 IF YOU DID NOT COMPLETE ALL THE COURSE REQUIREMENTS FOR GRADUATION, INDICATE THE MAJOR REASONS(Check as many as apply)[c] | | | | | | | | | | | | | |
| 1 not applicable since I have completed all course requirements for graduation | | 54.5 | 75.6 | 79.6 | 82.4 | 50.6 | 82.8 | 86.0 | 15.2 | 22.7 | 76.4 | 12.7 | 30.4 |
| 2 have met my objectives for enrolling | | 13.3 | 11.1 | - | 16.7 | - | 10.0 | - | 25.7 | 19.2 | 5.6 | 15.4 | 16.7 |
| 3 found employment | | 20.0 | 22.2 | - | 25.0 | 18.8 | 40.0 | 50.0 | 9.6 | 23.9 | 19.4 | 7.1 | 22.2 |
| 4 lacked adequate finances | | 20.0 | 11.1 | 40.0 | 8.3 | 37.5 | 20.0 | 100.0 | 5.1 | 12.1 | 19.4 | 15.4 | 16.7 |
| 5 family obligations | | 13.3 | - | 20.0 | 16.7 | 6.3 | 20.0 | 50.0 | 37.5 | 29.6 | 5.6 | 34.6 | 22.2 |
| 6 employment opportunities for graduates seemed poor | | 13.3 | - | - | 8.3 | - | 10.0 | - | 1.5 | 5.4 | 5.6 | 3.8 | - |
| 7 found courses too difficult | | 20.0 | 22.2 | 40.0 | 25.0 | 25.0 | 40.0 | 50.0 | 10.3 | 11.8 | 25.0 | 4.9 | 38.9 |
| 8 dissatisfied with the institution | | 26.7 | 22.2 | - | 25.0 | 6.3 | 20.0 | - | 7.4 | 10.7 | 27.8 | 3.8 | 16.7 |
| 9 courses not challenging | | 6.7 | 11.1 | 20.0 | 8.3 | - | - | - | 2.2 | 5.6 | 2.8 | 3.3 | 5.6 |
| 10 program not what I thought it would be | | 26.7 | 44.4 | 20.0 | 50.0 | 31.3 | 20.0 | - | 14.0 | 19.2 | 58.3 | 14.3 | 38.9 |
| 11 change of career goals | | 26.7 | 22.2 | 40.0 | 41.7 | 37.5 | 30.0 | 50.0 | 11.0 | 21.7 | 44.4 | 26.4 | 22.2 |
| 12 wanted to take a program not offered at my original institution | | 13.3 | - | - | 8.3 | 6.3 | 20.0 | - | 17.6 | 11.3 | 2.8 | 6.0 | - |
| 13 health related | | - | - | - | - | - | - | - | - | 0.6 | - | - | - |
| N.R. | | 8.0 | 4.7 | 3.7 | 0.7 | 1.9 | 0.8 | 7.0 | 21.5 | 16.2 | 2.1 | 18.3 | 14.2 |

APPENDIX A2 (Con't)
INFORMATION SHEET RESPONSES, BY DISCIPLINE CLUSTER

| QUESTION | N = | 33 Communication Arts | | 34 Personal Services | | | 41 Legal and Social Services | | 42 Nursing | | 43 Health | 44 Education | | 51 Fine Arts |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | College (2 yr) | BCIT (day) | College (2 yr) | BCIT (day) | BCIT (night) | College (1 yr) | College (2 yr) | College (1 yr) | College (2 yr) | BCIT (day) | College (1 yr) | College (2 yr) | College (2 yr) |
| | | 76 | 25 | 25 | 42 | 28 | 80 | 117 | 45 | 118 | 64 | 42 | 93 | 139 |
| **5 DID YOU HAVE ANY WORK EXPERIENCE RELATED TO YOUR POST-SECONDARY TRAINING PRIOR TO ENROLLING IN THE PROGRAM(Check one)** | | | | | | | | | | | | | | |
| 1 none | | 74.1 | 57.1 | 35.0 | 10.8 | 43.6 | 38.9 | 50.5 | 22.6 | 54.0 | 83.5 | 35.3 | 36.6 | 62.7 |
| 2 less than 1 year or casual employment only | | 13.3 | 32.7 | 13.0 | 24.1 | 23.1 | 21.4 | 14.5 | 10.5 | 11.1 | 10.2 | 19.3 | 19.4 | 10.8 |
| 3 1 to 2 years | | - | 8.2 | 15.5 | 26.5 | 10.3 | 16.1 | 11.0 | 6.0 | 11.7 | 4.7 | 19.6 | 8.0 | 5.8 |
| 4 3 years or more | | 9.1 | 2.0 | 29.8 | 36.1 | 17.9 | 21.0 | 23.3 | 57.9 | 21.8 | 1.6 | 18.5 | 26.3 | 16.0 |
| N.R. | | 3.5 | - | 6.7 | 2.4 | 5.1 | 2.8 | 0.7 | 3.0 | 1.4 | - | 7.4 | 9.7 | 4.7 |
| **6 WHAT WAS YOUR EDUCATIONAL GOAL IN ATTENDING YOUR POST-SECONDARY INSTITUTION?(Check one)[a]** | | | | | | | | | | | | | | |
| 1 to take 1 or 2 courses without intending to complete a full program | | 6.6 | - | - | - | 17.9 | 13.3 | 18.4 | 32.2 | 0.5 | - | 9.3 | 7.7 | 16.4 |
| 2 to take background courses to prepare for a career/technical program | | 5.7 | 2.0 | 5.2 | 4.8 | 23.1 | 14.7 | 9.6 | 12.0 | 2.0 | - | 4.1 | 8.5 | 8.2 |
| 3 to complete a career/technical program on a part-time basis | | 2.3 | - | - | - | 43.6 | 12.9 | 20.9 | 25.7 | 0.5 | 0.8 | 39.9 | 14.7 | 4.1 |
| 4 to complete a career/technical program on a full-time basis | | 60.5 | 98.0 | 62.0 | 92.8 | 10.3 | 43.9 | 44.2 | 27.2 | 83.4 | 99.2 | 27.4 | 35.4 | 44.2 |
| N.R. | | 24.8 | - | 32.8 | 2.4 | 5.1 | 15.2 | 6.8 | 3.0 | 13.5 | - | 19.4 | 33.7 | 27.1 |
| **7 WHICH OF THE FOLLOWING STATEMENTS APPLIES TO YOU?(Check one)** | | | | | | | | | | | | | | |
| 1 have received my graduation certificate or diploma | | 41.7 | 67.3 | 38.7 | 73.5 | 10.3 | 46.2 | 27.3 | 46.8 | 67.1 | 54.3 | 43.4 | 26.9 | 30.2 |
| 2 have completed all course requirements for graduation but have not applied for my certificate or diploma | | 1.6 | - | - | - | 2.6 | 2.4 | 6.5 | 4.5 | 0.5 | 28.3 | 3.3 | 2.0 | 1.3 |
| 3 have completed all the courses I was intending to take | | 9.1 | 6.1 | 5.1 | 1.2 | 12.8 | 8.6 | 10.6 | 14.9 | 1.0 | 3.9 | 7.9 | 10.6 | 7.3 |
| 4 have not completed all the courses I was intending to take | | 22.8 | 26.5 | 23.4 | 21.7 | 69.2 | 26.9 | 48.6 | 15.8 | 16.3 | 10.2 | 24.5 | 26.8 | 35.4 |
| N.R. | | 24.8 | - | 32.8 | 3.6 | 5.1 | 15.9 | 6.9 | 17.9 | 15.0 | 3.1 | 20.8 | 33.7 | 25.7 |
| **8 IF YOU DID NOT COMPLETE ALL THE COURSE REQUIREMENTS FOR GRADUATION, INDICATE THE MAJOR REASONS(Check as many as apply)[c,f]** | | | | | | | | | | | | | | |
| 1 not applicable since I have completed all course requirements for graduation[f] | | 46.0 | 67.3 | 38.7 | 73.5 | 12.8 | 49.7 | 33.0 | 60.3 | 67.1 | 66.9 | 44.6 | 26.9 | 34.5 |
| 2 have met my objectives for enrolling | | 39.3 | 12.5 | 11.1 | 10.0 | 23.3 | 29.2 | 29.1 | 80.0 | 8.7 | - | 25.0 | 13.9 | 23.8 |
| 3 found employment | | 32.1 | 62.5 | 44.4 | 30.0 | 42.1 | 16.7 | 21.5 | 20.0 | 8.7 | 16.7 | 8.3 | 30.6 | 20.6 |
| 4 lacked adequate finances | | 17.9 | 37.5 | 11.1 | 20.0 | 26.3 | 16.7 | 6.3 | - | 26.1 | 33.3 | 16.7 | 16.7 | 30.2 |
| 5 family obligations | | 25.0 | 12.5 | 11.1 | 20.0 | 15.8 | 33.3 | 27.8 | 20.0 | 34.8 | 16.7 | 58.3 | 30.6 | 28.6 |
| 6 employment opportunities for graduates seemed poor | | 7.1 | 12.5 | 11.1 | 10.0 | 10.5 | 8.3 | 15.2 | - | 4.3 | - | 25.0 | 11.1 | 15.9 |
| 7 found courses too difficult | | 7.1 | 12.5 | - | 30.0 | 5.3 | 4.2 | 3.8 | - | 34.8 | 66.7 | 8.3 | 19.4 | 6.3 |
| 8 dissatisfied with the institution | | 17.9 | 37.5 | 11.1 | 20.0 | 5.3 | 8.3 | 5.1 | 20.0 | 17.4 | 33.3 | 16.7 | 13.9 | 15.9 |
| 9 courses not challenging | | 10.7 | 25.0 | 22.2 | 10.0 | 5.3 | 4.2 | 5.1 | - | - | 16.7 | 8.3 | 5.6 | 7.9 |
| 10 program not what I thought it would be | | 28.6 | 50.0 | 66.6 | 40.0 | 10.5 | 8.3 | 17.7 | 20.0 | 26.1 | 16.7 | 25.0 | 22.2 | 28.6 |
| 11 change of career goals | | 17.8 | 25.0 | 44.4 | 30.0 | 31.6 | 12.5 | 24.1 | - | 30.4 | 33.3 | 25.0 | 25.0 | 22.2 |
| 12 wanted to take a program not offered at my original institution | | 14.3 | - | - | 10.0 | 5.3 | 20.8 | 8.9 | 20.0 | - | - | 25.0 | 2.8 | 17.5 |
| 13 health related | | 3.6 | - | - | - | - | 4.2 | - | - | 8.7 | - | 8.3 | 5.6 | 3.2 |
| N.R.[f] | | 17.6 | - | 24.6 | 2.4 | 17.9 | 19.8 | 12.8 | 20.2 | 13.7 | 24.4 | 26.3 | 34.1 | 20.1 |

APPENDIX A2
INFORMATION SHEET RESPONSES, BY DISCIPLINE CLUSTER

| QUESTION | N= | 12 Renewable Resources College (2 yr) 39 | 12 Renewable Resources BCIT (day) 43 | 13 Non Renewable Resources BCIT (day) 27 | 21 Engineer BCIT (day) 69 | 22 Electricity Electronics College (2 yr) 33 | 22 Electricity Electronics BCIT (day) 61 | 25 Construction BCIT (day) 29 | 31 Business Administration College (1 yr) 214 | 31 Business Administration College (2 yr) 581 | 31 Business Administration BCIT (day) 169 | 31 Business Administration BCIT (night) 263 | 32 Office Admin. College (2 yr) 33 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9 WHICH ONE OF THE FOLLOWING OBJECTIVES FOR ATTENDANCE AT A POST-SECONDARY INSTITUTION DO YOU CONSIDER TO BE MOST IMPORTANT?[e] (Check one) | | | | | | | | | | | | | |
| 1 to acquire certain knowledge and techniques applicable to a vocation or field of special interest | | 85.8 | 86.0 | 74.1 | 76.5 | 82.8 | 78.7 | 73.7 | 60.3 | 65.0 | 67.2 | 63.1 | 53.9 |
| 2 to acquire and use skills and habits involved in critical and constructive thinking | | 9.4 | 7.0 | 9.3 | 14.0 | 9.6 | 17.2 | 19.3 | 12.2 | 10.9 | 17.6 | 17.0 | 15.4 |
| 3 to attain a satisfactory emotional and social adjustment | | - | - | 1.9 | 0.7 | 1.9 | 3.3 | - | 1.4 | 1.4 | 2.1 | 2.2 | - |
| 4 to develop a broad general outlook and familiarity with a variety of subjects | | 3.2 | 2.3 | 14.8 | 7.4 | 1.9 | 0.8 | 3.5 | 16.8 | 11.7 | 10.7 | 15.9 | 5.8 |
| N.R. | | 1.6 | 4.7 | - | 1.5 | [illegible] | - | 3.5 | 9.4 | 10.9 | 2.4 | 1.9 | 24.9 |
| 10 SINCE LEAVING YOUR POST-SECONDARY INSTITUTION DID YOU SEEK EMPLOYMENT RELATED TO YOUR TRAINING?[a,d] | | | | | | | | | | | | | |
| 1 not applicable since still attending my post-secondary institution[d] | | 1.5 | - | 7.4 | 5.1 | 3.8 | 4.1 | 3.5 | 13.3 | 10.4 | 4.2 | 17.8 | 1.9 |
| 2 yes | | 81.6 | 88.6 | 84.0 | 89.2 | 72.7 | 91.5 | 92.9 | 66.0 | 70.0 | 87.7 | 75.5 | 75.8 |
| 3 no | | 15.8 | 9.1 | 16.0 | 7.7 | 24.2 | 6.8 | 7.1 | 2.2 | 25.4 | 11.7 | 17.1 | 18.2 |
| N.R. | | 2.6 | 2.3 | - | 3.1 | 3.0 | 1.7 | - | 10.8 | 4.6 | 0.6 | 7.4 | 6.1 |
| 12 WHICH ONE OF THE FOLLOWING BEST DESCRIBES WHAT YOU ARE NOW DOING? (Check one) | | | | | | | | | | | | | |
| 1 employed: full-time (30 hours or more per week) | | 71.8 | 73.3 | 70.4 | 75.0 | 79.1 | 87.7 | 93.0 | 63.2 | 61.5 | 69.3 | 69.5 | 47.7 |
| 2 employed: part-time (less than 30 hours per week) | | - | 2.3 | 5.6 | 2.2 | 5.7 | 1.6 | - | 6.8 | 7.7 | 0.9 | 1.6 | 5.4 |
| 12 employed (status unknown) | | 1.6 | - | - | 0.7 | - | 0.8 | - | 1.0 | 0.8 | 0.9 | 0.5 | - |
| 3 employed and taking education or training (full or part-time) | | 7.8 | 8.1 | 3.7 | 6.6 | 7.6 | 0.8 | 1.8 | 13.8 | 14.0 | 19.7 | 19.9 | 14.6 |
| 4 full-time student | | 1.5 | 2.3 | 11.1 | 7.4 | - | 4.9 | 3.5 | 1.1 | 2.8 | 5.1 | 1.6 | - |
| 5 part-time student (but not employed) | | - | - | 1.9 | 0.7 | - | - | - | - | 0.5 | 0.3 | - | - |
| 45 student (status unknown) | | 1.6 | 1.2 | - | 0.7 | - | - | - | 0.4 | 0.3 | 0.6 | - | - |
| 6 full-time household/family duties | | - | - | - | - | - | - | - | 6.5 | 5.8 | 0.3 | 1.9 | 13.1 |
| 7 presently unemployed but seeking a job | | 15.6 | 11.6 | 3.7 | 5.9 | 5.7 | 2.5 | 1.8 | 3.5 | 4.4 | 3.0 | 4.3 | 15.4 |
| 8 presently unemployed and not seeking a job | | - | - | 3.7 | - | 1.9 | 0.8 | - | 2.3 | 0.9 | - | 0.5 | 3.8 |
| 9 Other | | - | - | - | - | - | - | - | - | 0.3 | - | - | - |
| N.R. | | - | 1.2 | - | 0.7 | - | 0.8 | - | 1.3 | 0.9 | - | - | - |

APPENDIX A2 (Con't)
INFORMATION SHEET RESPONSES, BY DISCIPLINE CLUSTER

| QUESTION | N = | 33 Communication Arts | | 34 Personal Services | | | 41 Legal and Social Services | | 42 Nursing | | 43 Health | 44 Education | | 51 Fine Arts |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | College (2 yr) 76 | BCIT (day) 25 | College (2 yr) 25 | BCIT (day) 42 | BCIT (night) 28 | College (1 yr) 80 | College (2 yr) 147 | College (1 yr) 26 | College (2 yr) 118 | BCIT (day) 64 | College (1 yr) 42 | College (2 yr) 93 | College (2 yr) 139 |
| 9 WHICH ONE OF THE FOLLOWING OBJECTIVES FOR ATTENDANCE AT A POST-SECONDARY INSTITUTION DO YOU CONSIDER TO BE MOST IMPORTANT? [a] (Check one) | | | | | | | | | | | | | | |
| 1 to acquire certain knowledge and techniques applicable to a vocation or field of special interest | | 56.5 | 75.5 | 51.7 | 61.4 | 66.7 | 60.5 | 66.0 | 73.7 | 70.8 | 93.7 | 64.5 | 46.1 | 53.0 |
| 2 to acquire and use skills and habits involved in critical and constructive thinking | | 9.9 | 10.2 | 7.7 | 19.3 | 10.3 | 5.3 | 10.5 | 7.5 | 3.1 | 5.5 | 7.0 | 9.1 | 8.6 |
| 3 to attain a satisfactory emotional and social adjustment | | - | 4.1 | - | 2.4 | 2.6 | 2.2 | 1.7 | - | 1.6 | - | 2.9 | 2.8 | 2.2 |
| 4 to develop a broad general outlook and familiarity with a variety of subjects | | 6.4 | 6.1 | 2.6 | 10.8 | 17.9 | 10.5 | 11.1 | 9.8 | 3.1 | - | 4.8 | 7.0 | 8.6 |
| N.R. | | 27.2 | 4.1 | 38.0 | 6.0 | 2.6 | 21.5 | 10.6 | 9.0 | 15.5 | 0.8 | 20.8 | 35.0 | 27.6 |
| 10 SINCE LEAVING YOUR POST-SECONDARY INSTITUTION DID YOU SEEK EMPLOYMENT RELATED TO YOUR TRAINING? [a,d] | | | | | | | | | | | | | | |
| 1 not applicable since still attending my post-secondary institution [a] | | 4.0 | - | 2.6 | 3.6 | 10.3 | 11.2 | 15.8 | 5.3 | 4.2 | 20.5 | 3.4 | 5.9 | 10.8 |
| 2 yes | | 75.3 | 92.0 | 87.5 | 87.8 | 52.0 | 84.5 | 63.7 | 83.3 | 85.0 | 82.4 | 78.1 | 68.2 | 56.9 |
| 3 no | | 21.9 | 8.0 | 12.5 | 7.3 | 36.0 | 12.7 | 31.5 | 8.3 | 13.3 | 9.8 | 19.5 | 31.8 | 40.7 |
| N.R. | | 2.7 | - | - | 4.9 | 12.0 | 2.8 | 4.8 | 8.3 | 1.8 | 7.8 | 2.4 | - | 2.4 |
| 12 WHICH ONE OF THE FOLLOWING BEST DESCRIBES WHAT YOU ARE NOW DOING? (Check one) | | | | | | | | | | | | | | |
| 1 employed: full-time (30 hours or more per week) | | 63.0 | 79.6 | 78.9 | 78.3 | 69.2 | 60.1 | 58.6 | 69.2 | 71.7 | 51.2 | 50.2 | 54.8 | 41.3 |
| 2 employed: part-time (less than 30 hours per week) | | 9.4 | 10.2 | 2.0 | 3.6 | 2.6 | 12.7 | 4.6 | 15.1 | 10.7 | 4.7 | 19.0 | 15.7 | 13.1 |
| 12 employed (status unknown) | | - | 2.0 | - | 1.2 | - | 1.4 | - | 2.3 | 1.0 | - | - | - | 1.4 |
| 3 employed and taking education or training (full or part-time) | | 12.1 | 2.0 | 2.6 | 9.6 | 20.5 | 8.9 | 14.9 | 2.3 | 6.6 | 26.0 | 2.2 | 7.9 | 12.1 |
| 4 full-time student | | 2.1 | - | 5.1 | 2.4 | 2.6 | 1.4 | 6.9 | 3.0 | 2.0 | 11.0 | 2.4 | 7.6 | 9.8 |
| 5 part-time student (but not employed) | | 0.8 | - | - | - | - | - | 0.5 | - | - | - | - | - | 0.5 |
| 45 student (status unknown) | | - | - | - | 3.6 | 2.6 | 2.1 | 0.4 | - | 1.0 | 0.8 | - | 0.7 | 0.9 |
| 6 full-time household/family duties | | - | 2.0 | 4.7 | - | - | 3.3 | 4.5 | 3.0 | 2.4 | 0.8 | 15.8 | 8.8 | 7.7 |
| 7 presently unemployed but seeking a job | | 5.9 | 2.0 | 2.6 | 1.2 | 2.6 | 6.8 | 5.4 | 2.3 | 3.0 | 3.1 | 6.2 | 2.4 | 4.7 |
| 8 presently unemployed and not seeking a job | | 1.7 | - | - | - | - | 1.5 | 3.1 | - | 0.5 | - | 3.0 | 0.7 | 3.2 |
| 9 Other | | 3.3 | - | 2.0 | - | - | 1.3 | - | - | - | - | - | 1.1 | 2.6 |
| N.R. | | 0.7 | 2.0 | 2.0 | - | - | 0.6 | 1.2 | 3.0 | 1.0 | 1.6 | 1.2 | 1.1 | 2.3 |

APPENDIX A2
INFORMATION SHEET RESPONSES, BY DISCIPLINE CLUSTER

| QUESTION | | 12 Renewable Resources | | 13 Non Renewable Resources | 21 | 22 Electricity Electronics | | 25 Constr-uction | 31 Business Administration | | | | 32 Office Admin. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | College (2 yr) | BCIT (day) | BCIT (day) | Engineer BCIT (day) | College (2 yr) | BCIT (day) | BCIT (day) | College (1 yr) | College (2 yr) | BCIT (day) | BCIT (night) | College (2 yr) |
| | N= | 29 | 43 | 27 | 69 | 33 | 61 | 29 | 214 | 581 | 169 | 263 | 33 |
| T3 HOW LONG DID IT TAKE YOU TO FIND YOUR PRESENT JOB AFTER LEAVING YOUR POST-SECONDARY INSTITUTION?(Check one)[b] | | | | | | | | | | | | | |
| 1 | not applicable since still attending my institution[b] | 1.5 | - | 3.7 | 0.7 | 3.8 | 0.8 | 3.5 | 12.4 | 8.7 | 2.4 | 19.4 | - |
| 2 | already working in my job while enrolled at my institution[b] | 3.2 | 4.7 | 3.7 | 3.7 | 9.4 | 4.1 | 3.5 | 54.9 | 31.9 | 4.8 | 56.1 | 5.8 |
| 3 | found job before leaving my institution[b] | 46.9 | 45.3 | 42.6 | 38.2 | 18.7 | 36.9 | 31.6 | 3.8 | 7.7 | 36.7 | 5.7 | 11.6 |
| 4 | less than one month | 10.5 | 18.2 | 13.3 | 29.3 | 17.4 | 38.9 | 44.4 | 12.9 | 18.7 | 27.4 | 10.0 | 22.2 |
| 5 | 1 to 4 months | 21.1 | 27.3 | 20.0 | 26.8 | 47.8 | 30.6 | 33.3 | 14.5 | 24.0 | 36.8 | 18.0 | 11.1 |
| 6 | 5 to 8 months | 15.8 | 9.1 | 20.0 | 12.2 | 13.0 | 11.1 | 11.1 | 1.6 | 11.3 | 13.7 | 14.0 | 3.7 |
| 7 | more than 8 months | 10.5 | 9.1 | 6.7 | 2.4 | 8.7 | 2.8 | - | 6.5 | 8.0 | 4.2 | 8.0 | 3.7 |
| 8 | unknown | - | - | - | - | - | - | - | 1.6 | 1.3 | - | - | 3.7 |
| | N.R. | 42.1 | 36.4 | 40.0 | 29.3 | 13.0 | 16.7 | 11.1 | 64.5 | 36.7 | 17.9 | 50.0 | 44.4 |
| T4 WHERE IS THE LOCATION OF YOUR PRESENT JOB? (Check one) | | | | | | | | | | | | | |
| 1 | Peace River and Northeast B.C. | 6.3 | 2.3 | 1.9 | 5.1 | - | 2.5 | - | 18.2 | 0.3 | 0.3 | - | 2.0 |
| 2 | Northwest B.C. | 12.5 | 5.8 | 5.6 | 2.9 | - | 0.8 | - | 1.9 | 1.0 | 0.6 | 0.3 | 19.5 |
| 3 | Central Coast (Sechelt to Prince Rupert) | 1.6 | 3.5 | 1.9 | 0.7 | 1.9 | 0.8 | - | 0.9 | 0.1 | - | 0.3 | 7.8 |
| 4 | Okanagan | 1.6 | 4.7 | 3.7 | 0.7 | 22.5 | 1.6 | 1.8 | 1.9 | 14.9 | 1.2 | - | 3.9 |
| 5 | Kootenays | 22.9 | 3.5 | 5.6 | 2.2 | 9.1 | - | - | 1.4 | 8.2 | 0.3 | 0.3 | - |
| 6 | Central B.C. (Merrit to Prince George) | 20.5 | 12.8 | 9.3 | 5.9 | - | 8.2 | - | 23.9 | 10.8 | 2.4 | 0.3 | - |
| 7 | Vancouver Island | 4.9 | 19.8 | 1.9 | 11.0 | 28.9 | 4.9 | 12.3 | 28.8 | 11.9 | 3.9 | 0.5 | 1.6 |
| 8 | Lower Mainland (including Vancouver) | 6.2 | 27.9 | 25.9 | 44.1 | 24.4 | 63.9 | 70.2 | 3.5 | 23.6 | 74.3 | 86.5 | 20.8 |
| 9 | Fraser Valley | - | 3.5 | - | 2.9 | - | 2.5 | 10.5 | 0.3 | 6.2 | 3.0 | 1.9 | - |
| 10 | in Canada but outside B.C. | 1.5 | - | 20.4 | 4.4 | 5.7 | 4.9 | - | 1.5 | 3.6 | 3.6 | 0.5 | - |
| 11 | outside Canada | - | - | 3.7 | 0.7 | - | - | - | - | 0.1 | - | - | - |
| | N.R. | 21.9 | 16.3 | 20.4 | 19.1 | 7.6 | 9.8 | 5.3 | 17.8 | 19.4 | 10.4 | 9.4 | 44.5 |
| T5 HOW DID YOU FIND YOUR PRESENT JOB?(Check one) | | | | | | | | | | | | | |
| 1 | had job before attending my institution and continued in it | 4.7 | 8.1 | 9.3 | 5.9 | 13.3 | 3.3 | 7.0 | 43.6 | 29.9 | 7.5 | 50.4 | 7.7 |
| 2 | on campus Canada Employment Centre (formerly Manpower) | - | 19.8 | 29.6 | 27.2 | - | 40.2 | 35.1 | 1.5 | 2.9 | 31.3 | 1.6 | 7.7 |
| 3 | through practicum, clinical or work experience taken as part of program | 3.1 | 1.2 | - | - | 1.8 | 6.6 | 1.8 | 0.8 | 0.5 | 2.7 | 0.5 | 5.0 |
| 4 | union or professional organization | - | - | - | 0.7 | - | - | - | 1.3 | 1.0 | 1.2 | 1.1 | 1.9 |
| 5 | newspaper ad | 3.2 | 3.5 | 1.9 | 5.9 | 13.1 | 13.1 | 8.8 | 3.5 | 9.4 | 11.6 | 7.0 | 5.8 |
| 6 | found the job on my own | 35.9 | 31.4 | 16.7 | 25.0 | 28.1 | 10.7 | 15.8 | 13.0 | 17.0 | 17.3 | 13.5 | 15.0 |
| 7 | instructor referral | 3.2 | 3.5 | 5.6 | 6.6 | 11.4 | 2.5 | 10.5 | 2.1 | 2.1 | 2.7 | 0.8 | 5.8 |
| 8 | referral by friend or relative | 14.1 | 8.1 | 5.6 | 5.9 | 11.5 | 9.0 | 8.8 | 7.3 | 9.2 | 9.0 | 9.4 | 13.8 |
| 9 | Other (indicate) | 14.0 | 3.5 | 5.6 | 5.1 | 13.2 | 3.3 | 5.3 | 6.5 | 9.0 | 5.7 | 5.4 | 1.5 |
| | N.R. | 22.0 | 20.9 | 25.9 | 17.6 | 7.6 | 11.5 | 7.0 | 20.4 | 18.8 | 11.0 | 10.2 | 35.7 |
| T6 HOW USEFUL WAS YOUR POST-SECONDARY TRAINING IN GETTING YOUR PRESENT JOB?(Check one)[a] | | | | | | | | | | | | | |
| 1 | not useful at all | 10.9 | 11.6 | 7.4 | 11.8 | 19.0 | 4.9 | 8.8 | 32.0 | 23.3 | 10.1 | 32.3 | 5.8 |
| 2 | of very little use | 1.5 | 5.8 | 1.9 | 2.9 | 7.5 | 2.5 | 1.8 | 5.5 | 5.8 | 5.7 | 7.3 | 7.7 |
| 3 | useful to some extent | 15.4 | 5.8 | 14.8 | 12.5 | 19.0 | 14.8 | 10.5 | 17.8 | 20.0 | 21.8 | 24.8 | 13.5 |
| 4 | very useful | 19.0 | 24.8 | 24.1 | 16.9 | 16.8 | 19.7 | 21.1 | 10.8 | 13.1 | 18.5 | 12.1 | 11.6 |
| 5 | could not have got the job without it | 31.2 | 36.0 | 31.5 | 40.4 | 28.2 | 49.2 | 52.6 | 8.0 | 10.0 | 33.7 | 6.5 | 15.4 |
| | N.R. | 22.0 | 16.3 | 20.4 | 15.4 | 9.5 | 9.0 | 5.3 | 25.8 | 27.9 | 10.1 | 17.0 | 46.1 |

APPENDIX A2 (Con't)
INFORMATION SHEET RESPONSES, BY DISCIPLINE CLUSTER

| QUESTION | N = | 33 Communication Arts: College (2 yr) 76 | 33 Communication Arts: BCIT (day) 25 | 34 Personal Services: College (2 yr) 25 | 34 Personal Services: BCIT (day) 42 | 34 Personal Services: BCIT (night) 28 | 41 Legal and Social Services: College (1 yr) 80 | 41 Legal and Social Services: College (2 yr) 147 | 42 Nursing: College (1 yr) 28 | 42 Nursing: College (2 yr) 118 | 43 Health: BCIT (day) 64 | 44 Education: College (1 yr) 42 | 44 Education: College (2 yr) 93 | 51 Fine Arts: College (2 yr) 139 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 13 HOW LONG DID IT TAKE YOU TO FIND YOUR PRESENT JOB AFTER LEAVING YOUR POST-SECONDARY INSITITUTION?(Check one)[b] | | | | | | | | | | | | | | |
| 1 not applicable since still attending my institution[b] | | 4.8 | - | - | 3.6 | 10.3 | 10.4 | 12.9 | 5.3 | 3.6 | 18.9 | 3.4 | 5.9 | 4.5 |
| 2 already working in my job while enrolled at my institution[b] | | 6.5 | 14.3 | 7.7 | 13.3 | 51.3 | 21.6 | 22.1 | 57.8 | 5.1 | 3.1 | 27.4 | 11.6 | 12.7 |
| 3 found job before leaving my institution[b] | | 11.5 | 26.5 | 10.4 | 26.5 | 5.1 | 7.6 | 6.5 | 6.8 | 27.8 | 26.0 | 13.9 | 5.5 | 5.8 |
| 4 less than one month | | 18.9 | 17.7 | 35.0 | 36.0 | 10.0 | 30.6 | 12.6 | 22.2 | 40.0 | 23.5 | 8.3 | 16.7 | 14.0 |
| 5 1 to 4 months | | 32.8 | 35.3 | 30.0 | 44.0 | 30.0 | 22.5 | 21.8 | 11.1 | 30.7 | 23.5 | 20.8 | 26.4 | 22.4 |
| 6 5 to 8 months | | 13.8 | 23.5 | 5.0 | 4.0 | 10.0 | 8.2 | 12.6 | 11.1 | 6.7 | 8.8 | 8.3 | 9.7 | 9.4 |
| 7 more than 8 months | | 6.9 | 5.9 | 5.0 | 4.0 | 20.0 | 6.1 | 10.3 | 11.1 | 2.7 | 2.9 | 8.3 | 6.9 | 6.5 |
| 8 unknown | | 5.1 | - | 5.0 | - | - | 2.0 | 1.2 | - | 1.3 | - | 4.2 | 2.8 | 3.7 |
| N.R. | | 24.1 | 17.7 | 30.0 | 12.0 | 30.0 | 30.6 | 41.4 | 44.4 | 18.7 | 41.2 | 54.2 | 37.5 | 44.9 |
| 14 WHERE IS THE LOCATION OF YOUR PRESENT JOB? (Check one) | | | | | | | | | | | | | | |
| 1 Peace River and Northeast B.C. | | 0.7 | 2.0 | - | 1.2 | - | 8.9 | 0.4 | 38.9 | 2.2 | - | 7.6 | - | - |
| 2 Northwest B.C. | | 1.5 | 6.1 | - | - | - | 0.8 | 0.9 | - | - | - | - | 2.8 | - |
| 3 Central Coast (Sechelt to Prince Rupert) | | - | - | 2.6 | 1.2 | - | 0.6 | 0.9 | - | 0.5 | - | - | 0.6 | 0.9 |
| 4 Okanagan | | - | 10.2 | - | 2.4 | - | 2.2 | 1.2 | - | 13.2 | 3.9 | - | 15.8 | 8.9 |
| 5 Kootenays | | - | 2.0 | 2.6 | 2.4 | - | 1.3 | - | - | 6.2 | 1.6 | 11.7 | 1.3 | - |
| 6 Central B.C. (Merrit to Prince George) | | 0.8 | 4.1 | 2.0 | 2.4 | - | 20.0 | 2.1 | - | 13.7 | 3.9 | 1.3 | 1.3 | 0.4 |
| 7 Vancouver Island | | 14.2 | 6.1 | 36.1 | 3.6 | 5.1 | 23.4 | 6.7 | - | 2.5 | 7.9 | 36.5 | 0.7 | 6.6 |
| 8 Lower Mainland (including Vancouver) | | 57.3 | 53.1 | 22.2 | 66.7 | 84.6 | 22.7 | 45.4 | 49.9 | 43.3 | 46.5 | 10.0 | 27.6 | 36.5 |
| 9 Fraser Valley | | 0.8 | 2.0 | - | 3.6 | - | - | 13.8 | - | 2.1 | 2.4 | 1.5 | 17.0 | 2.0 |
| 10 in Canada but outside B.C. | | 5.2 | 8.2 | 7.8 | 8.4 | - | 1.5 | 4.5 | - | 3.4 | 14.2 | - | 2.9 | 3.2 |
| 11 outside Canada | | - | - | - | 1.2 | - | - | - | - | 0.5 | - | - | - | 0.4 |
| N.R. | | 19.4 | 6.1 | 26.7 | 7.2 | 10.3 | 18.6 | 24.0 | 11.2 | 12.4 | 19.7 | 31.4 | 30.0 | 41.1 |
| 15 HOW DID YOU FIND YOUR PRESENT JOB?(Check one) | | | | | | | | | | | | | | |
| 1 had job before attending my institution and continued in it | | 8.7 | 2.0 | 10.3 | 9.6 | 35.9 | 23.6 | 22.9 | 54.1 | 8.5 | 3.1 | 19.0 | 8.5 | 11.9 |
| 2 on campus Canada Employment Centre (formerly Manpower) | | 1.6 | - | - | 4.8 | 2.6 | 1.6 | 0.9 | - | 2.2 | - | - | 1.1 | 1.7 |
| 3 through practicum, clinical or work experience taken as part of program | | 6.7 | 12.2 | 4.1 | 8.4 | 2.6 | 23.6 | 3.5 | 6.8 | 21.9 | 39.4 | 16.7 | 9.6 | 3.8 |
| 4 union or professional organization | | 0.8 | - | 2.6 | - | 5.1 | 0.8 | 0.8 | - | 1.0 | - | - | - | - |
| 5 newspaper ad | | 8.0 | 6.1 | 14.4 | 10.8 | 12.8 | 3.9 | 8.4 | 4.5 | 3.3 | 4.7 | 3.3 | 9.1 | 5.8 |
| 6 found the job on my own | | 27.7 | 34.7 | 31.5 | 28.9 | 23.1 | 12.6 | 19.3 | 15.8 | 40.6 | 9.4 | 5.4 | 19.9 | 25.1 |
| 7 instructor referral | | 10.4 | 8.2 | 11.9 | 3.6 | 2.6 | 3.0 | 1.7 | - | - | 6.3 | 1.4 | 4.5 | 3.0 |
| 8 referral by friend or relative | | 12.6 | 16.3 | 4.7 | 15.7 | 5.1 | 4.7 | 8.5 | 3.0 | 4.4 | 3.1 | 8.7 | 9.6 | 9.8 |
| 9 other (indicate) | | 3.9 | 12.2 | 2.0 | 7.2 | 2.6 | 5.5 | 8.6 | 2.3 | 4.2 | 11.0 | 6.9 | 8.9 | 4.2 |
| N.R. | | 19.4 | 8.2 | 18.5 | 10.8 | 7.7 | 20.7 | 25.4 | 13.5 | 13.9 | 22.8 | 33.6 | 28.9 | 34.7 |
| 16 HOW USEFUL WAS YOUR POST-SECONDARY TRAINING IN GETTING YOUR PRESENT JOB?(Check one)[c] | | | | | | | | | | | | | | |
| 1 not useful at all | | 19.6 | 18.4 | 5.2 | 9.6 | 30.8 | 19.5 | 24.7 | 29.3 | 7.1 | 7.1 | 9.3 | 11.2 | 20.3 |
| 2 of very little use | | 4.8 | 4.1 | 12.9 | 7.2 | 17.9 | 5.6 | 5.6 | - | 1.6 | 3.1 | 1.4 | 5.6 | 3.1 |
| 3 useful to some extent | | 10.6 | 20.4 | 20.7 | 30.1 | 10.3 | 10.7 | 15.8 | 12.1 | 5.7 | 4.7 | 5.3 | 8.5 | 13.9 |
| 4 very useful | | 11.3 | 24.5 | 2.6 | 27.7 | 23.1 | 13.9 | 9.9 | 9.8 | 5.1 | 8.7 | 13.6 | 11.5 | 9.5 |
| 5 could not have got the job without it | | 19.8 | 24.5 | 15.6 | 16.9 | 5.1 | 19.6 | 11.2 | 28.7 | 58.4 | 54.3 | 25.3 | 15.6 | 5.7 |
| N.R. | | 33.8 | 8.2 | 43.1 | 8.4 | 12.8 | 30.8 | 32.8 | 20.2 | 22.1 | 22.0 | 45.1 | 47.5 | 47.4 |

APPENDIX A2
INFORMATION SHEET RESPONSES, BY DISCIPLINE CLUSTER

| QUESTION | N* | 12 Renewable Resources: College (2 yr) 39 | 12 Renewable Resources: BCIT (day) 43 | 13 Non Renewable Resources: BCIT (day) 27 | 21 Engineer: BCIT (day) 69 | 22 Electricity Electronics: College (2 yr) 33 | 22 Electricity Electronics: BCIT (day) 61 | 25 Construction: BCIT (day) 29 | 31 Business Administration: College (1 yr) 214 | 31 Business Administration: College (2 yr) 581 | 31 Business Administration: BCIT (day) 169 | 31 Business Administration: BCIT (night) 263 | 32 Office Admin.: College (2 yr) 33 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 17 IN WHAT KIND OF BUSINESS OR INDUSTRY IS YOUR PRESENT JOB? (e.g. retail drugs, grain farming, banking, computer equipment, etc.) | | | | | | | | | | | | | |
| 18 WHAT IS YOUR PRESENT OCCUPATION, OR WHAT KIND OF WORK DO YOU DO? (e.g. office clerk, salesperson, auto mechanic, electronics technologist, graduate nurse, etc.) | | | | | | | | | | | | | |
| Managerial, Administrative | | 4.6 | - | 1.9 | 1.5 | - | 1.6 | 26.3 | 20.5 | 19.5 | 26.9 | 30.2 | 3.8 |
| Natural Sciences, Engineering, Math | | 3.1 | 12.8 | 33.3 | 52.9 | 1.9 | 13.1 | 42.1 | 2.1 | 2.7 | 16.7 | 7.3 | - |
| Social Sciences | | - | - | - | - | - | - | - | 0.6 | 0.9 | 0.3 | 1.1 | 4.6 |
| Teaching | | - | - | - | - | 3.8 | - | - | 2.7 | 0.9 | - | 1.1 | - |
| Medicine and Health | | - | 2.3 | - | 0.7 | - | 0.8 | - | 3.4 | 1.6 | - | 1.3 | 1.9 |
| Artistic, Performing Arts | | - | - | - | - | - | - | - | - | 0.2 | 0.3 | 0.8 | - |
| Sport & Recreation | | 1.5 | - | - | - | - | - | - | 2.1 | 0.3 | - | 0.3 | - |
| Clerical | | - | - | - | 2.9 | - | 0.8 | - | 30.4 | 28.7 | 17.0 | 23.2 | 43.5 |
| Sales | | - | 2.3 | - | 3.7 | 7.6 | 6.6 | 1.8 | 5.6 | 9.8 | 17.9 | 9.2 | 3.9 |
| Service | | 1.5 | 1.2 | - | - | 7.5 | - | - | 3.5 | 3.4 | 1.8 | 4.3 | 1.9 |
| Farming, Horticulture | | - | - | - | 8.8 | 1.9 | 0.8 | - | 0.3 | 0.3 | 0.6 | 0.3 | - |
| Fishing, Hunting, Trapping | | 1.5 | 5.8 | - | - | - | - | - | 0.4 | 0.1 | - | - | - |
| Forestry & Logging | | 53.3 | 38.4 | - | 2.2 | 1.9 | - | - | 1.5 | 0.7 | 0.6 | - | - |
| Mining & Quarrying | | 1.5 | - | 14.8 | - | - | 0.8 | - | 0.3 | 0.1 | - | 0.3 | - |
| Processing | | 1.6 | 10.5 | 14.8 | 2.2 | 3.8 | - | 1.8 | 2.2 | 2.2 | 0.9 | 0.6 | - |
| Machining | | 1.5 | - | 3.7 | 0.7 | - | 0.8 | - | 0.4 | 0.2 | - | 0.3 | - |
| Product Fabricating | | - | 2.3 | - | - | 43.2 | 57.4 | - | 2.7 | 1.4 | 0.3 | 2.2 | - |
| Construction | | 1.6 | 3.5 | 3.7 | 4.4 | 9.4 | 4.9 | 19.3 | 1.0 | 1.1 | 1.8 | 0.8 | - |
| Transport Equipment Operating | | 3.1 | 2.3 | - | 0.7 | - | - | - | 0.7 | 2.2 | 2.4 | 3.2 | - |
| Material-Handling | | 1.5 | - | 1.9 | 2.9 | 0.8 | - | - | 1.1 | 0.4 | 1.8 | 2.2 | - |
| Other Crafts and Equipment Operating | | - | - | - | - | 1.9 | 1.6 | 1.8 | 0.3 | 0.4 | - | 0.8 | - |
| Occupations not Elsewhere Classified | | 4.6 | - | 1.9 | 0.7 | 7.5 | - | - | 1.2 | 2.6 | 0.9 | 1.9 | - |
| N.R. | | 18.8 | 17.4 | 24.1 | 15.4 | 7.6 | 9.0 | 7.0 | 18.0 | 19.5 | 9.9 | 8.9 | 40.3 |
| 19 HOW USEFUL HAS YOUR TRAINING BEEN TO YOU IN PERFORMING YOUR PRESENT JOB? (Check one)[d] | | | | | | | | | | | | | |
| 1 very useful | | 43.9 | 40.7 | 25.9 | 42.5 | 28.3 | 49.2 | 57.9 | 23.4 | 22.2 | 36.7 | 24.0 | 27.7 |
| 2 useful to some extent | | 23.2 | 30.2 | 40.7 | 31.6 | 37.6 | 34.4 | 26.3 | 41.9 | 41.3 | 42.7 | 49.9 | 26.2 |
| 3 not useful at all | | 14.0 | 11.6 | 11.1 | 10.3 | 24.5 | 7.4 | 7.0 | 16.2 | 18.7 | 10.1 | 16.4 | 8.4 |
| N.R. | | 18.8 | 17.4 | 22.2 | 15.4 | 9.5 | 9.0 | 8.8 | 18.6 | 17.8 | 10.4 | 9.7 | 37.7 |
| 20 HOW RELATED IS YOUR PRESENT JOB TO YOUR TRAINING? (Check one)[d] | | | | | | | | | | | | | |
| 1 definitely related | | 51.6 | 54.7 | 38.9 | 44.9 | 38.1 | 54.9 | 64.9 | 36.9 | 30.7 | 39.7 | 30.2 | 23.5 |
| 2 related to some extent | | 12.6 | 16.3 | 27.8 | 30.1 | 28.0 | 26.2 | 19.3 | 31.4 | 32.7 | 39.1 | 45.0 | 30.4 |
| 3 not related at all | | 17.1 | 11.6 | 11.1 | 9.6 | 32.3 | 9.8 | 8.8 | 13.8 | 19.6 | 10.7 | 15.4 | 10.0 |
| N.R. | | 18.8 | 17.4 | 22.2 | 15.4 | 7.6 | 9.0 | 7.0 | 17.8 | 16.9 | 10.4 | 9.4 | 36.1 |
| RESEARCH TEAM'S EVALUATION: Is Job Related to Training? | | | | | | | | | | | | | |
| 1 Related | | 56.4 | 62.8 | 63.0 | 56.6 | 37.5 | 64.8 | 75.4 | 26.5 | 30.7 | 50.7 | 39.6 | 34.7 |
| 2 Not Related | | 24.8 | 19.8 | 14.8 | 27.9 | 51.0 | 24.6 | 17.5 | 34.6 | 45.5 | 39.4 | 50.7 | 17.3 |
| 3 No Evaluation Made | | 18.8 | 17.4 | 22.2 | 15.4 | 11.5 | 10.7 | 7.0 | 39.0 | 23.7 | 9.9 | 9.7 | 48.0 |

APPENDIX A2 (Con't)
INFORMATION SHEET RESPONSES, BY DISCIPLINE CLUSTER

| QUESTION | N = | 33 Communication Arts | | 34 Personal Services | | | 41 Legal and Social Services | | 42 Nursing | | 43 Health | 44 Education | | 51 Fine Arts |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | College (2 yr) | BCIT (day) | College (2 yr) | BCIT (day) | BCIT (night) | College (1 yr) | College (2 yr) | College (1 yr) | College (2 yr) | BCIT (day) | College (1 yr) | College (2 yr) | College (2 yr) |
| | | 76 | 25 | 25 | 42 | 28 | 80 | 147 | 26 | 118 | 64 | 42 | 93 | 139 |
| 17 IN WHAT KIND OF BUSINESS OR INDUSTRY IS YOUR PRESENT JOB? (e.g. retail drugs, grain farming, banking, computer equipment, etc.) | | | | | | | | | | | | | | |
| 18 WHAT IS YOUR PRESENT OCCUPATION, OR WHAT KIND OF WORK DO YOU DO? (e.g. office clerk, salesperson, auto mechanic, electronics technologist, graduate nurse, etc.) | | | | | | | | | | | | | | |
| Managerial, Administrative | | 4.8 | 4.1 | 13.0 | 27.7 | 7.7 | 0.7 | 1.3 | 3.0 | 0.5 | 0.8 | - | - | 3.1 |
| Natural Sciences, Engineering, Math | | 0.8 | - | - | - | 2.6 | - | 2.6 | - | 0.5 | 1.6 | - | - | 0.9 |
| Social Sciences | | 0.8 | 2.0 | - | - | 2.6 | 33.1 | 16.1 | 3.0 | - | 0.8 | 3.0 | 4.0 | 0.4 |
| Teaching | | 0.8 | - | - | - | - | 5.9 | 2.8 | 3.0 | 0.5 | - | 46.8 | 34.1 | 3.6 |
| Medicine & Health | | 3.3 | - | - | 1.2 | 12.8 | 12.6 | 3.7 | 76.8 | 74.9 | 63.8 | 3.7 | 1.3 | 2.7 |
| Artistic, Performing Arts | | 41.1 | 61.2 | - | - | - | - | - | - | - | - | - | - | 12.4 |
| Sport & Recreation | | 1.6 | - | - | - | - | 7.9 | 5.8 | - | 0.5 | - | 1.5 | 6.2 | - |
| Clerical | | 4.0 | 6.1 | 18.1 | 30.1 | 25.6 | 3.9 | 10.3 | - | 3.0 | 3.9 | 6.4 | 10.7 | 11.4 |
| Sales | | 4.1 | 4.1 | - | 7.2 | 15.4 | 1.7 | 5.3 | - | 1.6 | 3.1 | - | 4.1 | 7.8 |
| Service | | 3.3 | 2.0 | 36.5 | 22.9 | 20.5 | 5.2 | 17.8 | - | 2.5 | 3.1 | - | 3.6 | 6.7 |
| Farming, Horticulture | | 1.6 | - | - | - | - | - | - | - | - | - | - | - | - |
| Fishing, Hunting, Trapping | | - | - | - | - | - | - | 0.4 | - | - | - | - | - | - |
| Forestry & Logging | | 0.8 | - | 2.6 | - | - | - | - | - | - | - | - | - | 0.4 |
| Mining & Quarrying | | - | 2.0 | - | - | - | - | - | - | - | - | - | - | - |
| Processing | | - | - | 2.6 | - | - | 2.3 | 1.6 | - | - | - | - | - | 1.3 |
| Machining | | 0.8 | 2.0 | - | - | - | - | 0.4 | - | - | - | - | - | - |
| Product Fabricating | | 0.8 | - | - | - | - | 2.9 | 0.4 | - | - | 1.6 | - | - | 5.7 |
| Construction | | - | - | 2.6 | 1.2 | 2.6 | 0.7 | 3.1 | - | - | - | - | 0.7 | 1.3 |
| Transport Equipment Operating | | 0.7 | - | - | 1.2 | - | 0.7 | 1.3 | - | 0.5 | - | - | - | - |
| Material-Handling | | - | 2.0 | - | - | - | - | 0.4 | - | 0.5 | 0.8 | - | 1.5 | 0.8 |
| Other Crafts and Equipment Operating | | 8.3 | 6.1 | - | - | - | 0.7 | - | - | 0.5 | - | - | - | 1.8 |
| Occupations not Elsewhere Classified | | 1.5 | 2.0 | - | - | - | - | 1.2 | - | 0.5 | - | 3.7 | 0.7 | 0.8 |
| N.R. | | 20.9 | 6.1 | 24.7 | 8.4 | 10.3 | 21.6 | 25.3 | 14.2 | 13.4 | 20.5 | 34.9 | 31.6 | 38.7 |
| 19 HOW USEFUL HAS YOUR TRAINING BEEN TO YOU IN PERFORMING YOUR PRESENT JOB? (Check one)[d] | | | | | | | | | | | | | | |
| 1 very useful | | 38.7 | 32.7 | 25.2 | 31.3 | 25.6 | 37.6 | 22.2 | 40.0 | 71.3 | 55.9 | 45.4 | 40.0 | 19.4 |
| 2 useful to some extent | | 22.5 | 38.8 | 48.5 | 49.4 | 28.2 | 32.3 | 31.2 | 32.3 | 9.6 | 12.6 | 14.7 | 21.9 | 23.2 |
| 3 not useful at all | | 21.7 | 20.4 | 7.8 | 9.6 | 33.3 | 12.5 | 23.0 | 13.5 | 8.2 | 10.2 | 7.4 | 11.4 | 26.1 |
| N.R. | | 17.0 | 8.2 | 18.5 | 9.6 | 12.8 | 17.7 | 23.6 | 14.2 | 10.9 | 21.3 | 32.5 | 26.7 | 31.4 |
| 20 HOW RELATED IS YOUR PRESENT JOB TO YOUR TRAINING? (Check one)[d] | | | | | | | | | | | | | | |
| 1 definitely related | | 40.9 | 51.0 | 40.6 | 48.2 | 33.3 | 52.3 | 28.9 | 54.9 | 72.6 | 61.4 | 47.7 | 49.0 | 22.7 |
| 2 related to some extent | | 23.1 | 20.4 | 35.2 | 36.1 | 20.5 | 18.5 | 20.3 | 24.8 | 7.4 | 7.4 | 9.7 | 10.1 | 17.2 |
| 3 not related at all | | 23.6 | 20.4 | 7.8 | 7.2 | 35.9 | 11.6 | 27.6 | 6.0 | 9.5 | 10.2 | 11.3 | 18.2 | 30.1 |
| N.R. | | 12.3 | 6.1 | 16.5 | 8.4 | 10.3 | 17.7 | 23.2 | 14.2 | 10.0 | 20.5 | 31.3 | 22.7 | 30.0 |
| RESEARCH TEAM'S EVALUATION: Is Job Related to Training? | | | | | | | | | | | | | | |
| Related | | 38.6 | 61.2 | 33.6 | 68.7 | 23.1 | 47.5 | 33.1 | 79.8 | 64.6 | 64.6 | 31.9 | 30.7 | 19.1 |
| Not Related | | 28.4 | 30.6 | 23.3 | 22.9 | 66.7 | 23.3 | 38.8 | 6.0 | 14.3 | 15.0 | 8.1 | 21.9 | 33.0 |
| N.R. | | 33.0 | 8.2 | 43.1 | 8.4 | 10.3 | 29.2 | 28.1 | 14.2 | 21.1 | 20.5 | 60.0 | 47.4 | 47.9 |

APPENDIX A2
INFORMATION SHEET RESPONSES, BY DISCIPLINE CLUSTER

| QUESTION | N= | 12 Renewable Resources: College (2 yr) 39 | 12 Renewable Resources: BCIT (day) 43 | 13 Non Renewable Resources: BCIT (day) 27 | 21 Engineer: BCIT (day) 69 | 22 Electricity Electronics: College (2 yr) 33 | 22 Electricity Electronics: BCIT (day) 61 | 25 Construction: BCIT (day) 29 | 31 Business Administration: College (1 yr) 214 | 31 Business Administration: College (2 yr) 581 | 31 Business Administration: BCIT (day) 169 | 31 Business Administration: BCIT (night) 263 | 32 Office/ Admin.: College (2 yr) 33 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **21 IF THERE IS NO RELATIONSHIP BETWEEN THE PROGRAM WHICH YOU TOOK AT YOUR POST-SECONDARY INSTITUTION AND YOUR PRESENT JOB WHAT IS THE REASON? (Check as many as apply)[c,d,f]** | | | | | | | | | | | | | |
| 1 not applicable since there is some relationship between program and job[f] | | 57.8 | 61.6 | 48.1 | 58.8 | 47.1 | 68.0 | 75.4 | 51.4 | 41.0 | 54.9 | 53.6 | 28.9 |
| 2 could not find job related to my training | | 28.6 | 40.0 | 66.6 | 42.9 | 18.2 | 57.1 | 33.3 | 13.3 | 26.4 | 30.0 | 24.0 | 20.0 |
| 3 could not find a related job without leaving my community | | 14.3 | 20.0 | 33.3 | 14.3 | - | 42.9 | - | 3.3 | 7.2 | 10.0 | 2.0 | 20.0 |
| 4 better pay in present job than in related job | | 57.1 | 40.0 | 33.3 | 14.3 | 18.2 | 28.6 | 66.6 | 16.7 | 27.2 | 15.0 | 24.0 | 20.0 |
| 5 better opportunity for advancement than in a related job | | 14.3 | 20.0 | 33.3 | 14.3 | 18.2 | 14.3 | - | 16.7 | 14.4 | 10.0 | 18.0 | 20.0 |
| 6 did not want to work in a job related to my training | | 14.3 | 40.0 | 33.3 | 28.6 | 36.4 | - | 33.3 | 33.3 | 28.8 | 40.0 | 24.0 | 20.0 |
| 7 my training was inadequate | | 28.6 | 20.0 | 66.6 | 71.4 | 36.4 | 42.9 | 33.3 | 36.7 | 40.8 | 45.0 | 32.0 | 20.0 |
| 8 other | | - | - | - | - | - | - | - | 3.3 | 1.6 | - | - | 20.0 |
| N.R.[f] | | 23.5 | 26.7 | 40.7 | 30.9 | 20.6 | 20.5 | 15.8 | 34.5 | 37.5 | 33.1 | 27.5 | 57.3 |
| **22 WHAT IS YOUR PRESENT SALARY BEFORE DEDUCTIONS? (Check one)** | | | | | | | | | | | | | |
| 1 less than $1000 per month | | 3.1 | 5.8 | 3.7 | 3.7 | 22.7 | 4.1 | 1.8 | 15.3 | 18.6 | 8.1 | 6.7 | 29.6 |
| 2 $1000 to $1399 per month | | 24.9 | 15.1 | 11.1 | 30.9 | 37.6 | 38.5 | 33.3 | 18.1 | 29.6 | 43.0 | 23.5 | 24.3 |
| 3 $1400 to $1799 per month | | 40.9 | 33.7 | 33.3 | 33.8 | 13.0 | 41.0 | 45.6 | 16.7 | 16.0 | 24.8 | 22.6 | 5.4 |
| 4 $1800 or more per month | | 12.4 | 27.9 | 27.8 | 13.2 | 13.2 | 7.4 | 10.5 | 30.3 | 15.5 | 12.2 | 37.5 | 3.1 |
| N.R. | | 18.8 | 17.4 | 24.1 | 18.4 | 13.5 | 9.0 | 8.8 | 19.6 | 20.3 | 11.9 | 9.7 | 37.7 |
| **23 IF YOU ARE PRESENTLY NOT EMPLOYED WHAT IS THE MAJOR REASON? (Check one)[a,e]** | | | | | | | | | | | | | |
| 1 not applicable since I am employed[a] | | 81.2 | 83.7 | 79.6 | 84.6 | 92.4 | 91.0 | 94.7 | 83.8 | 77.4 | 91.0 | 91.6 | 55.9 |
| 2 have not looked for a job | | 12.5 | 11.1 | - | 7.7 | 25.0 | - | - | 2.9 | 3.1 | 5.6 | 4.3 | 6.7 |
| 3 salary too low in jobs available | | - | - | - | - | - | - | - | - | 0.8 | 5.6 | 8.7 | - |
| 4 laid off from previous job | | 12.5 | 22.2 | 14.3 | 23.1 | - | - | 33.3 | 2.9 | 4.6 | 11.1 | 26.1 | 6.7 |
| 5 there are no openings in the field for which I am trained | | 25.0 | 22.2 | 14.3 | 15.4 | 25.0 | 16.7 | - | 11.4 | 3.1 | 11.1 | - | 6.7 |
| 6 have not completed the program which would qualify me for a job in my field | | 12.5 | 11.1 | - | 7.7 | 25.0 | - | - | 5.7 | 3.1 | 5.6 | 17.4 | 13.3 |
| 7 unable to obtain required license, trade certificate or union membership | | - | - | - | - | - | - | - | - | - | - | - | - |
| 8 I am still at school | | 12.5 | 11.1 | 57.1 | 30.8 | - | 50.0 | 33.3 | 2.9 | 7.7 | 44.4 | 17.4 | - |
| 9 full-time household/family duties | | - | - | - | - | - | - | - | 42.9 | 27.7 | - | 21.7 | 20.0 |
| N.R. | | 25.0 | 22.2 | 14.3 | 15.4 | 25.0 | 33.3 | 33.3 | 31.4 | 50.0 | 16.7 | 4.3 | 46.7 |
| **24 WOULD YOU BE WILLING TO MOVE TO ANOTHER COMMUNITY TO GET A JOB IN THE FIELD FOR WHICH YOU WERE TRAINED? (Check one)[a,d,e]** | | | | | | | | | | | | | |
| 1 not applicable since I already have a job in my field of training[a] | | 48.6 | 44.2 | 38.9 | 45.6 | 33.8 | 58.2 | 64.9 | 44.0 | 32.5 | 47.2 | 43.9 | 17.3 |
| 2 yes | | 55.0 | 36.0 | 35.3 | 34.2 | 22.7 | 30.8 | 45.5 | 10.8 | 15.6 | 14.4 | 17.0 | 11.1 |
| 3 yes, depending on where | | 25.0 | 28.0 | 41.2 | 36.8 | 40.9 | 42.3 | 18.2 | 16.7 | 25.8 | 44.4 | 32.0 | 18.5 |
| 4 no | | 15.0 | 20.0 | 17.7 | 18.4 | 31.8 | 15.4 | 18.2 | 47.5 | 36.0 | 30.0 | 38.8 | 40.7 |
| N.R. | | 5.0 | 16.0 | 5.9 | 10.5 | 4.6 | 11.5 | 18.2 | 25.0 | 22.7 | 11.1 | 12.2 | 29.6 |

APPENDIX A2 (Con't)
INFORMATION SHEET RESPONSES, BY DISCIPLINE CLUSTER

| QUESTION | N = | 33 Communication Arts: College (2 yr) 76 | 33 Communication Arts: BCIT (day) 25 | 34 Personal Services: College (2 yr) 25 | 34 Personal Services: BCIT (day) 42 | 34 Personal Services: BCIT (night) 28 | 41 Legal and Social Services: College (1 yr) 80 | 41 Legal and Social Services: College (2 yr) 147 | 42 Nursing: College (1 yr) 26 | 42 Nursing: College (2 yr) 118 | 43 Health: BCIT (day) 64 | 44 Education: College (1 yr) 42 | 44 Education: College (2 yr) 93 | 51 Fine Arts: College (2 yr) 139 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **21 IF THERE IS NO RELATIONSHIP BETWEEN THE PROGRAM WHICH YOU TOOK AT YOUR POST-SECONDARY INSTITUTION AND YOUR PRESENT JOB WHAT IS THE REASON? (Check as many as apply)[c,d,f]** | | | | | | | | | | | | | | |
| 1 not applicable since there is some relationship between program and job[f] | | 36.2 | 55.1 | 28.4 | 62.7 | 43.6 | 55.3 | 35.2 | 62.5 | 67.1 | 63.8 | 43.9 | 32.1 | 23.8 |
| 2 could not find job related to my training | | 40.0 | 16.7 | 25.0 | 20.0 | 30.0 | 66.7 | 41.0 | - | 10.0 | 42.9 | 40.0 | 25.0 | 31.7 |
| 3 could not find a related job without leaving my community | | 10.0 | 33.3 | - | - | - | 8.3 | 7.7 | - | - | 14.3 | 20.0 | 10.0 | 4.9 |
| 4 better pay in present job than in related job | | 30.0 | 50.0 | 50.0 | 40.0 | 60.0 | 16.7 | 25.6 | 50.0 | 10.0 | 14.3 | 60.0 | 30.0 | 46.3 |
| 5 better opportunity for advancement than in a related job | | 15.0 | - | 25.0 | 40.0 | 10.0 | 8.3 | 7.7 | 50.0 | 20.0 | - | 20.0 | 20.0 | 12.2 |
| 6 did not want to work in a job related to my training | | 15.0 | 33.3 | 50.0 | 20.0 | 30.0 | 8.3 | 33.3 | 50.0 | 60.0 | 14.3 | 40.0 | 35.0 | 17.1 |
| 7 my training was inadequate | | 25.0 | 16.7 | 25.0 | 40.0 | 20.0 | 16.7 | 28.2 | - | 40.0 | 28.6 | 20.0 | 30.0 | 29.3 |
| 8 other | | 10.0 | - | - | - | - | - | 2.6 | - | 10.0 | - | - | 5.0 | 9.8 |
| N.R.[f] | | 37.0 | 20.4 | 53.5 | 25.3 | 20.5 | 30.2 | 38.5 | 30.0 | 24.4 | 26.0 | 44.9 | 46.8 | 46.5 |
| **22 WHAT IS YOUR PRESENT SALARY BEFORE DEDUCTIONS? (Check one)** | | | | | | | | | | | | | | |
| 1 less than $1000 per month | | 26.4 | 38.8 | 15.5 | 26.5 | 20.5 | 21.1 | 20.1 | 9.0 | 14.3 | 37.8 | 54.8 | 38.9 | 37.7 |
| 2 $1000 to $1399 per month | | 38.7 | 40.8 | 37.7 | 53.0 | 28.2 | 38.3 | 20.2 | 11.3 | 15.9 | 14.2 | 9.2 | 23.7 | 19.2 |
| 3 $1400 to $1799 per month | | 11.2 | 6.1 | 24.1 | 3.6 | 17.9 | 10.9 | 15.9 | 35.4 | 52.0 | 24.4 | 2.2 | 2.1 | 3.9 |
| 4 $1800 or more per month | | 2.5 | 8.2 | 2.0 | 6.0 | 17.9 | 10.7 | 19.4 | 24.1 | 4.4 | 1.6 | - | 2.2 | 2.7 |
| N.R. | | 21.3 | 6.1 | 20.6 | 10.8 | 15.4 | 18.9 | 24.4 | 20.2 | 13.5 | 22.0 | 33.7 | 33.1 | 36.5 |
| **23 IF YOU ARE PRESENTLY NOT EMPLOYED WHAT IS THE MAJOR REASON? (Check one)[d,e]** | | | | | | | | | | | | | | |
| 1 not applicable since I am employed[d] | | 67.0 | 93.9 | 56.9 | 92.8 | 92.3 | 72.9 | 74.0 | 88.8 | 78.9 | 81.9 | 59.3 | 54.8 | 53.5 |
| 2 have not looked for a job | | 4.0 | - | - | - | - | - | 5.1 | - | - | - | 5.6 | 2.3 | 6.3 |
| 3 salary too low in jobs available | | - | - | - | - | - | - | 2.6 | - | 3.8 | - | - | - | 3.1 |
| 4 laid off from previous job | | - | - | - | - | - | 9.1 | 10.3 | - | 3.8 | - | - | 2.3 | 1.6 |
| 5 there are no openings in the field for which I am trained | | 8.0 | 33.3 | - | - | 33.3 | 9.1 | 7.7 | - | 3.8 | 15.4 | 11.1 | - | 1.6 |
| 6 have not completed the program which would qualify me for a job in my field | | 4.0 | - | - | 25.0 | - | 4.5 | 12.8 | 25.0 | 3.8 | 46.2 | - | 2.3 | 4.7 |
| 7 unable to obtain required license, trade certificate or union membership | | - | - | - | - | - | - | 2.6 | - | - | - | - | - | - |
| 8 I am still at school | | 4.0 | - | 9.1 | 25.0 | 33.3 | 4.5 | 17.9 | 25.0 | 7.7 | 23.1 | - | 4.7 | 9.4 |
| 9 full-time household/family duties | | 4.0 | 33.3 | 9.1 | - | 33.3 | 13.6 | 15.4 | 25.0 | 11.5 | 7.7 | 38.9 | 16.3 | 14.1 |
| N.R. | | 76.0 | 33.3 | 81.8 | 50.0 | - | 59.1 | 25.6 | 25.0 | 65.4 | 7.7 | 44.4 | 72.1 | 59.4 |
| **24 WOULD YOU BE WILLING TO MOVE TO ANOTHER COMMUNITY TO GET A JOB IN THE FIELD FOR WHICH YOU WERE TRAINED? (Check one)[d,e]** | | | | | | | | | | | | | | |
| 1 not applicable since I already have a job in my field of training | | 26.2 | 51.0 | 28.5 | 38.6 | 43.6 | 30.7 | 28.5 | 54.9 | 50.0 | 28.3 | 24.3 | 21.8 | 17.5 |
| 2 yes | | 21.4 | 15.4 | 17.7 | 15.4 | 6.3 | 23.2 | 20.0 | 8.3 | 24.1 | 32.6 | 3.2 | 9.6 | 11.3 |
| 3 yes, depending on where | | 21.4 | 46.2 | 11.8 | 34.6 | 37.5 | 19.6 | 34.3 | 25.0 | 24.1 | 50.0 | 16.1 | 15.1 | 30.4 |
| 4 no | | 16.1 | 30.8 | 17.7 | 26.9 | 37.5 | 23.2 | 27.6 | 41.7 | 19.0 | 13.0 | 41.9 | 30.1 | 23.5 |
| N.R. | | 41.1 | 7.7 | 52.9 | 23.1 | 18.8 | 33.9 | 18.1 | 25.0 | 32.8 | 4.4 | 38.7 | 45.2 | 34.8 |





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APPENDIX A2
INFORMATION SHEET RESPONSES, BY DISCIPLINE CLUSTER

| QUESTION | N= | 12 Renewable Resources College (2 yr) 39 | 12 Renewable Resources BCIT (day) 43 | 13 Non Renewable Resources BCIT (day) 27 | 21 Engineer BCIT (day) 69 | 22 Electricity Electronics College (2 yr) 33 | 22 Electricity Electronics BCIT (day) 61 | 25 Construction BCIT (day) 29 | 31 Business Administration College (1 yr) 214 | 31 Business Administration College (2 yr) 581 | 31 Business Administration BCIT (day) 169 | 31 Business Administration BCIT (night) 263 | 32 Office Admin. College (2 yr) 33 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **25 WITH WHICH OF THE FOLLOWING STATEMENTS ABOUT POST-SECONDARY INSTITUTIONS DO YOU AGREE? (Check one box for each statement)[d,e]** | | | | | | | | | | | | | |
| THOSE RESPONDING "AGREE": | | | | | | | | | | | | | |
| 1 Tuition fees are low | | 65.3 | 41.9 | 44.4 | 34.6 | 67.9 | 33.6 | 36.8 | 60.3 | 55.6 | 30.4 | 40.7 | 50.0 |
| 2 Quality of teaching is high | | 42.4 | 36.0 | 51.9 | 47.8 | 54.7 | 55.7 | 31.6 | 35.8 | 40.2 | 40.6 | 51.8 | 38.5 |
| 3 Student counselling services are effective | | 43.8 | 23.3 | 44.4 | 23.5 | 22.8 | 18.0 | 28.1 | 18.6 | 25.3 | 26.3 | 26.7 | 36.6 |
| 4 Career counselling services are readily available | | 65.7 | 53.5 | 53.7 | 55.1 | 37.9 | 52.5 | 52.6 | 38.0 | 42.9 | 64.8 | 50.1 | 57.8 |
| 5 Admission requirements are reasonable | | 93.8 | 81.4 | 87.0 | 88.2 | 92.4 | 87.7 | 86.0 | 80.6 | 80.8 | 88.1 | 86.5 | 73.2 |
| 6 The mix of students (age, background) is a positive factor | | 86.0 | 75.6 | 75.9 | 77.2 | 75.4 | 76.2 | 77.2 | 62.0 | 67.9 | 80.6 | 79.0 | 69.3 |
| 7 Post-secondary institutions are concerned about the needs of students | | 56.4 | 51.2 | 68.5 | 52.2 | 52.8 | 59.0 | 64.9 | 51.8 | 44.5 | 46.6 | 58.2 | 40.4 |
| 8 Classes are of reasonable size | | 85.8 | 72.1 | 79.6 | 80.1 | 73.7 | 67.2 | 71.9 | 68.8 | 69.9 | 80.9 | 78.4 | 69.3 |
| 9 Equipment and facilities are up-to-date | | 54.4 | 45.3 | 72.2 | 72.8 | 77.4 | 27.0 | 47.4 | 45.0 | 48.4 | 62.4 | 69.0 | 50.0 |
| 10 I could continue to live in my own community while attending post-secondary education | | 57.9 | 45.3 | 57.4 | 62.5 | 90.6 | 68.0 | 68.4 | 78.1 | 78.1 | 73.7 | 88.7 | 69.3 |
| 11 Post-secondary institutions provide the opportunity to attend part-time and in the evenings | | 67.4 | 73.3 | 70.4 | 76.5 | 70.1 | 77.0 | 78.9 | 88.0 | 86.7 | 84.5 | 97.8 | 73.2 |
| 12 Post-secondary institutions provide an interesting learning environment | | 80.0 | 67.4 | 77.8 | 72.8 | 69.9 | 70.5 | 78.9 | 71.9 | 68.8 | 75.7 | 81.7 | 53.9 |
| **26 WHICH OF THE FOLLOWING STATEMENTS APPLY TO YOU? (Check as many as apply)[c,e]** | | | | | | | | | | | | | |
| 1 I plan to take further education in my field of training | | 46.2 | 44.2 | 63.0 | 50.7 | 33.3 | 59.0 | 48.3 | 45.8 | 47.0 | 56.2 | 62.3 | 30.3 |
| 2 I may take the occasional post-secondary course to keep up-to-date in my field of training | | 35.9 | 46.5 | 25.9 | 44.9 | 33.3 | 54.1 | 58.6 | 30.4 | 30.3 | 34.3 | 31.2 | 30.3 |
| 3 I plan to take further post-secondary education in areas other than my field of training | | 30.8 | 30.2 | 44.4 | 36.2 | 39.4 | 34.4 | 44.8 | 34.6 | 34.1 | 36.7 | 47.5 | 27.3 |
| 4 I may take the occasional post-secondary course for general interest but I am basically finished with my post-secondary education | | 23.1 | 23.3 | 7.4 | 14.5 | 24.2 | 14.8 | 24.1 | 27.6 | 17.4 | 16.6 | 14.4 | 9.1 |
| 5 I do not plan to take any further post-secondary training | | 7.7 | 7.0 | 7.4 | 5.8 | 12.1 | 4.9 | 3.4 | 4.2 | 3.4 | 5.3 | 0.4 | 9.1 |
| N.R. | | - | 4.7 | 3.7 | 2.9 | - | 1.6 | 3.4 | 4.7 | 9.8 | - | 1.1 | 18.2 |
| **27 YOUR SEX** | | | | | | | | | | | | | |
| 1 Male | | 79.8 | 79.1 | 77.8 | 79.4 | 100.0 | 98.4 | 86.0 | 38.5 | 45.1 | 59.7 | 49.6 | 9.2 |
| 2 Female | | 20.2 | 18.6 | 20.4 | 19.9 | - | 0.8 | 12.3 | 59.4 | 54.5 | 40.3 | 49.9 | 90.8 |
| N.R. | | - | 2.3 | 1.9 | 0.7 | - | 0.8 | 1.8 | 2.1 | 0.4 | - | 0.5 | - |
| **28 YOUR AGE** | | | | | | | | | | | | | |
| 1 under 18 years | | - | - | - | - | - | - | - | - | 0.1 | - | - | - |
| 2 18 to 24 years | | 70.1 | 74.4 | 75.9 | 69.1 | 79.0 | 80.3 | 78.9 | 20.8 | 46.4 | 80.3 | 24.8 | 63.1 |
| 3 25 to 34 years | | 28.3 | 23.3 | 24.1 | 27.2 | 17.2 | 17.2 | 19.3 | 38.2 | 29.1 | 18.5 | 49.1 | 16.1 |
| 4 35 to 44 years | | - | - | - | 2.9 | 3.8 | 1.6 | - | 25.5 | 16.6 | 1.2 | 19.1 | 13.1 |
| 5 over 44 years | | - | - | - | - | - | - | - | 13.4 | 7.3 | - | 6.7 | 7.7 |
| N.R. | | 1.6 | 2.3 | - | 0.7 | - | 0.8 | 1.8 | 2.2 | 0.6 | - | 0.3 | - |

APPENDIX A2 (Con't)
INFORMATION SHEET RESPONSES, BY DISCIPLINE CLUSTER

| QUESTION | N = | 33 Communication Arts | | 34 Personal Services | | | 41 Legal and Social Services | | 42 Nursing | | 43 Health | 44 Education | | 51 Fine Arts |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | College (2 yr) | BCIT (day) | College (2 yr) | BCIT (day) | BCIT (night) | College (1 yr) | College (2 yr) | College (1 yr) | College (2 yr) | BCIT (day) | College (1 yr) | College (2 yr) | College (2 yr) |
| | | 76 | 25 | 25 | 42 | 28 | 80 | 147 | 26 | 118 | 64 | 42 | 93 | 139 |
| **25 WITH WHICH OF THE FOLLOWING STATEMENTS ABOUT POST-SECONDARY INSTITUTIONS DO YOU AGREE? (Check one box for each statement)[d,e] THOSE RESPONDING "AGREE":** | | | | | | | | | | | | | | |
| 1 Tuition fees are low | | 49.2 | 34.7 | 25.9 | 27.7 | 41.0 | 44.9 | 61.9 | 62.5 | 47.4 | 25.2 | 44.5 | 37.8 | 44.0 |
| 2 Quality of teaching is high | | 37.9 | 36.7 | 28.4 | 39.8 | 66.7 | 40.4 | 52.3 | 45.2 | 51.7 | 47.2 | 36.9 | 32.9 | 30.7 |
| 3 Student counselling services are effective | | 17.2 | 24.5 | 23.3 | 27.7 | 35.9 | 25.6 | 25.9 | 16.6 | 39.6 | 22.0 | 21.9 | 27.9 | 15.3 |
| 4 Career counselling services are readily available | | 38.3 | 55.1 | 46.5 | 54.2 | 59.0 | 40.1 | 47.7 | 39.9 | 55.1 | 54.3 | 33.6 | 35.5 | 32.8 |
| 5 Admission requirements are reasonable | | 69.5 | 81.6 | 56.9 | 81.9 | 89.7 | 72.1 | 85.5 | 78.2 | 75.6 | 88.2 | 68.4 | 54.9 | 61.6 |
| 6 The mix of students (age, background) is a positive factor | | 67.1 | 77.6 | 49.2 | 80.7 | 82.1 | 68.9 | 73.7 | 70.8 | 78.6 | 88.2 | 56.9 | 51.8 | 60.1 |
| 7 Post-secondary institutions are concerned about the needs of students | | 45.0 | 34.7 | 23.2 | 56.6 | 66.7 | 47.4 | 44.2 | 61.8 | 44.7 | 51.2 | 41.6 | 39.6 | 34.4 |
| 8 Classes are of reasonable size | | 60.6 | 77.6 | 41.3 | 69.9 | 76.9 | 73.9 | 75.6 | 67.0 | 69.4 | 83.5 | 71.3 | 56.5 | 56.7 |
| 9 Equipment and facilities are up-to-date | | 39.7 | 65.3 | 33.7 | 50.6 | 71.8 | 40.3 | 57.9 | 54.2 | 57.5 | 74.8 | 32.6 | 41.7 | 40.1 |
| 10 I could continue to live in my own community while attending post-secondary education | | 57.3 | 51.0 | 49.1 | 65.1 | 79.5 | 62.1 | 74.7 | 89.5 | 66.1 | 66.1 | 68.4 | 51.8 | 55.4 |
| 11 Post-secondary institutions provide the opportunity to attend part-time and in the evenings | | 69.5 | 77.6 | 54.3 | 79.5 | 94.9 | 75.5 | 88.6 | 92.5 | 75.4 | 73.2 | 69.4 | 59.3 | 66.6 |
| 12 Post-secondary institutions provide an interesting learning environment | | 61.5 | 75.5 | 49.2 | 71.1 | 82.1 | 61.8 | 79.9 | 73.0 | 66.4 | 72.4 | 63.8 | 51.9 | 57.9 |
| **26 WITCH OF THE FOLLOWING STATEMENTS APPLY TO YOU? (Check as many as apply)[c,e]** | | | | | | | | | | | | | | |
| 1 I plan to take further education in my field of training | | 28.9 | 24.0 | 8.0 | 35.7 | 39.3 | 50.0 | 47.6 | 46.2 | 50.8 | 37.5 | 47.6 | 34.4 | 34.5 |
| 2 I may take the occasional post-secondary course to keep up-to-date in my field of training | | 25.0 | 36.0 | 12.0 | 49.2 | 39.3 | 45.0 | 34.0 | 57.7 | 46.6 | 57.8 | 45.2 | 35.5 | 23.7 |
| 3 I plan to take further post-secondary education in areas other than my field of training | | 31.6 | 36.0 | 32.0 | 35.7 | 46.4 | 31.3 | 40.1 | 19.2 | 23.7 | 42.2 | 26.2 | 23.7 | 28.1 |
| 4 I may take the occasional post-secondary course for general interest but I am basically finished with my post-secondary education | | 19.7 | 40.0 | 24.0 | 26.2 | 21.4 | 11.3 | 21.8 | 30.8 | 14.4 | 25.0 | 19.0 | 15.0 | 19.4 |
| 5 I do not plan to take any further post-secondary training | | 5.3 | 8.0 | 4.0 | 7.1 | - | 2.5 | 3.4 | - | 1.7 | 1.6 | 2.4 | 3.2 | 2.9 |
| N.R. | | 25.0 | 4.0 | 36.0 | 2.4 | 10.7 | 16.3 | 5.4 | 3.8 | 12.7 | 1.6 | 19.0 | 32.2 | 25.2 |
| **27 YOUR SEX** | | | | | | | | | | | | | | |
| 1 male | | 45.5 | 57.1 | 35.6 | 45.8 | 41.0 | 24.5 | 41.7 | 12.1 | 1.9 | 24.4 | 1.5 | 6.8 | 19.7 |
| 2 female | | 54.5 | 42.9 | 61.8 | 50.6 | 56.4 | 73.9 | 57.4 | 84.9 | 97.7 | 74.8 | 98.5 | 91.9 | 79.9 |
| 3 N.R. | | - | - | 2.6 | 3.6 | 2.6 | 1.7 | 0.9 | 3.0 | 0.5 | 0.8 | - | 1.4 | 0.5 |
| **28 YOUR AGE** | | | | | | | | | | | | | | |
| 1 under 18 years | | 0.8 | - | - | - | - | 0.6 | - | - | - | - | - | - | 0.4 |
| 2 18 to 24 years | | 57.7 | 71.4 | 74.3 | 81.9 | 33.3 | 34.7 | 48.9 | 12.1 | 51.7 | 31.9 | 31.8 | 50.9 | 60.5 |
| 3 25 to 34 years | | 34.9 | 28.6 | 11.8 | 13.3 | 35.9 | 35.4 | 32.2 | 42.9 | 32.8 | 15.0 | 42.0 | 25.2 | 19.4 |
| 4 35 to 44 years | | 4.0 | - | 6.7 | - | 17.9 | 18.3 | 14.0 | 29.3 | 12.5 | 3.1 | 16.7 | 13.0 | 10.1 |
| 5 over 44 years | | 2.5 | - | 4.6 | - | 10.3 | 9.3 | 5.0 | 12.8 | 2.5 | - | 9.4 | 10.2 | 8.7 |
| N.R. | | - | - | 2.6 | 4.8 | 2.6 | 1.7 | - | 3.0 | 0.5 | - | - | 0.7 | 0.9 |

## APPENDIX A.3: CAREER/TECHNICAL PROGRAMS BY DISCIPLINE CLUSTER

Career/Technical programs included in the study were grouped, for provincial reporting purposes, using the first two digits of the Post-Secondary Discipline Classification (P.D.C.) coding scheme (i.e. the Discipline Cluster).

Within each Discipline Cluster, programs were identified as 1-year college, 2-year college, BCIT day or BCIT night programs. Certain college programs which carry "transfer credit" after one year to BCIT have been defined as one year programs.

Career/Technical programs not in operation as of September 1979 were not included. Programs under the jurisdiction of the Occupational Training Council were included, along with those under the jurisdiction of the Academic Council.

Wherever possible, the grouping was done in accordance with the wishes of individual institutions. In a few cases, however, certain programs listed as Career/Technical by the individual institution were omitted from the provincial groupings. This was done for programs whose duration was listed in the institution's calendar as being less than eight months. These programs were considered by the Research Team as occupational rather than Career/Technical, and were therefore excluded.

| INSTITUTION | PDC | DISCIPLINE | TYPE | PROGRAM | |
|---|---|---|---|---|---|
| BCIT | 11 | Agriculture | night | Landscape | (1112) |
| | 12 | Renewable Resources | days | Forest Resources | (1210) |
| | | | | Forest Products | (1241) |
| | | | night | Forest Resources | (1210) |
| | | | | Forest Products | (1241) |
| | 13 | Non-Renewable Resources | days | Natural Gas and Petroleum | (1311) |
| | | | | Mining | (1312) |
| | | | | Chemical and Metallurgical | (1340) |
| | | | night | Natural Gas and Petroleum | (1311) |
| | | | | Mining | (1312) |
| | | | | Chemical and Metallurgical | (1340) |
| | 21 | Engineering Related | days | Civil and Structural | (2111) |
| | | | | Surveying | (2112) |
| | | | | Biological Science | (2145) |
| | | | | Recreation Facilities Management | (2146) |
| | | | night | Civil and Structural | (2111) |
| | | | | Surveying | (2112) |
| | | | | Biological Science | (2145) |
| | | | | Recreation Facilities Management | (2146) |
| | 22 | Electric/Electronics | days | Electrical | (2211) |
| | | | night | Electrical | (2211) |
| | | | | Instrumentation | (2240) |
| | 23 | Mechanical Related | days | Mechanical | (2311) |
| | | | night | Mechanical | (2311) |
| | 25 | Construction Related | days | Building | (2510) |
| | | | night | Building | (2510) |
| | 31 | Business Administration | days | Administrative Management | (3131) |
| | | | | Operations Management | (3132) |
| | | | | Computer Systems | (3140) |
| | | | | Financial Management | (3151) |
| | | | | Marketing Management | (3161) |
| | | | night | Administrative Management | (3131) |
| | | | | Operations Management | (3132) |
| | | | | Computer Systems | (3140) |
| | | | | Financial Management | (3151) |
| | | | | Marketing Management | (3161) |
| | 33 | Communication Arts | days | Broadcast Communications | (3312) |
| | | | night | Broadcast Communications | (3312) |
| | 34 | Personal Services | days | Hospitality/Tourism Administration | (3420) |
| | | | night | Hospitality/Tourism Administration | (3420) |
| | | | | Building Services Management | (3421) |
| | | | | Travel Agent | (3424) |
| | 42 | Nursing | days | General Nursing (R.N.) | (4210) |
| | | | | Psychiatric Nursing | (4220) |
| | | | night | R.N. Refresher | (4241) |
| | | | | Operating Room Nurse | (4230) |
| | | | | Basic Health Nursing | (4214) |
| | | | | General Nursing | (4200) |
| | 43 | Health Related | days | Biomedical Electronics | (4330) |
| | | | | Nuclear Medicine | (4331) |
| | | | | Medical Radiography | (4332) |
| | | | | Medical Laboratory | (4333) |
| | | | | Environmental Health | (4351) |
| | | | | Health Data | (4352) |
| | | | night | Health Care Management | (4357) |

| INSTITUTION | PDC | DISCIPLINE | TYPE | PROGRAM | |
|---|---|---|---|---|---|
| Camosun | 22 | Electric/Electronics | 2 year | Diploma of Technology - Electronics | (2211) |
| | 31 | Business Administration | 2 year | General Studies, Business Admin. | (3100) |
| | | | | Accounting | (3120) |
| | | | | General Management | (3131) |
| | | | | Diploma of Technology - Computing | (3140) |
| | | | | Finance | (3151) |
| | | | | Marketing | (3160) |
| | | | | Personnel | (3171) |
| | | | | Public Administration | (3180) |
| | 33 | Communication Arts | 2 year | Applied Communication | (3310) |
| | 41 | Legal and Social Services | 1 year | Social Service Assistant | (4141) |
| | | | | Mental Retardation Worker | (4145) |
| | | | | Recreation Leadership - Aquatic | (4160) |
| | | | 2 year | Criminal Justice | (4111) |
| | 43 | Health Related | 1 year | Medical Lab Technician | (4333) |
| | | | 2 year | Dental Assistant | (4321) |
| | 21 | Engineering Related | 1 year | Civil and Structural Technician | (2111) |
| | | | | Surveying Technician | (2112) |
| | 34 | Personal Services | 2 year | Hotel/Restaurant Administration | (3421) |
| | 44 | Education Related | 1 year | Early Childhood Education | (4411) |
| | 51 | Fine Arts Related | 2 year | Fine Arts | (5110) |
| | | | | Theatre-Acting | (5121) |
| | | | | Music | (5124) |
| Capilano | 13 | Non-Renewable Resources | 1 year | Chemical and Metallurgical | (1340) |
| | 31 | Business Administration | 1 year | Business Administration | (3100) |
| | | | 2 year | Accounting/Financial Management | (3121) |
| | | | | Business Administration | (3131) |
| | | | | Marketing Management | (3161) |
| | | | | Small Business Management | (3190) |
| | | | | BSMG - General | (3132) |
| | | | | Computer Systems Management | (3140) |
| | 32 | Office Administration | 1 year | Medical Office Assistant Program | (3233) |
| | | | | Legal Stenographer Training | (3242) |
| | | | 2 year | General Secretary | (3213) |
| | | | | Computer Systems Management | (3250) |
| | 33 | Communication Arts | 2 year | Commercial Art | (3342) |
| | | | | Media Resources | (3313) |
| | 41 | Legal and Social Services | 2 year | Legal Assistant | (4115) |
| | | | | Outdoor Recreation Management | (4160) |
| | 43 | Health Related | 2 year | Music Therapy | (4313) |
| | 44 | Education Related | 1 year | Development Handicapped | (4415) |
| | | | 2 year | Early Childhood Education | (4411) |
| | 51 | Fine Arts Related | 2 year | Fine Arts | (5110) |
| | | | | Commercial Music | (5124) |
| | | | | Crafts | (5171) |
| | | | | Retail Fashion | (5181) |
| Cariboo | 31 | Business Administration | 1 year | General Business | (3162) |
| | | | | Accounting | (3120) |
| | | | | Business Management | (3132) |
| | | | 2 year | Accounting | (3120) |
| | | | | Business Management | (3132) |
| | | | | Market Management | (3161) |
| | | | | Public Administration | (3180) |
| | 33 | Communication Arts | 1 year | Communications Media | (3313) |
| | 41 | Legal and Social Services | 1 year | Corrections and Criminal Justice | (4111) |
| | | | | Social Service Worker | (4141) |
| | | | 2 year | Leisure and Recreation Studies | (4160) |
| | 42 | Nursing | 2 year | Nursing (R.N.) | (4210) |
| | 43 | Health Related | 2 year | Medical Lab Technician | (4333) |
| | | | | Respiratory Technology | (4334) |
| | 44 | Education Related | 1 year | Early Childhood Education | (4411) |
| | 51 | Fine Arts | 2 year | Fine Arts | (5110) |

| INSTITUTION | PDC | DISCIPLINE | TYPE | PROGRAM | |
|---|---|---|---|---|---|
| Douglas | 23 | Mechanics Related | 1 year | Musical Instrument Repair | (2360) |
| | 25 | Construction Related | 1 year | Construction Management | (2510) |
| | | | 2 year | Construction Management | (2510) |
| | 31 | Business Administration | 1 year | Business Management | (3132) |
| | | | | Retail Merchandising Certificate | (3160) |
| | | | 2 year | Accounting | (3120) |
| | | | | Financial Management | (3151) |
| | | | | Retail Merchandising Diploma | (3160) |
| | | | | Marketing Management | (3161) |
| | | | | Supervisory and Personnel Management | (3171) |
| | | | | Commerce and Business Administration | (3132) |
| | 33 | Communication Arts | 2 year | Associate in Communication | (3310) |
| | | | | Graphic and Communication Art | (3340) |
| | | | | Visual Arts | (3342) |
| | 34 | Personal Services Related | 1 year | Tourism | (3412) |
| | 41 | Legal and Social Services | 1 year | Criminology | (4111) |
| | | | | Fire Sciences | (4130) |
| | | | | Community Service Worker | (4141) |
| | | | | Child Care Worker | (4144) |
| | | | | Alcohol and Drug Education | (4143) |
| | | | 2 year | Criminology | (4111) |
| | 42 | Nursing | 1 year | Post Basic Nursing | (4230) |
| | | | 2 year | Nursing (R.N.) | (4210) |
| | | | | Psychiatric Nursing | (4220) |
| | 43 | Health Related | 1 year | Therapeutic Recreation Technician | (4313) |
| | | | | Community Health Service Worker | (4360) |
| | 44 | Education Related | 1 year | Early Childhood Education | (4411) |
| | 51 | Fine Arts Related | 1 year | Theatre | (5121) |
| | | | 2 year | Fashion Design/Clothing Technology | (5131) |
| | | | | Interior Design | (5112) |
| Malaspina | 12 | Renewable Resources | 2 year | Forest Resources Technology | (1210) |
| | 14 | Marine Related | 2 year | Fish Culture Technology | (1411) |
| | 21 | Engineering Related | 1 year | Surveying Technology | (2112) |
| | 22 | Electric/Electronics | 2 year | Electrical/Electronics Technology | (2211) |
| | 31 | Business Administration | 1 year | Business Management Certificate | (3131) |
| | | | | Municipal Government Administration | (3181) |
| | | | 2 year | Administrative Assistant | (3130) |
| | | | | Business Administration Option | (3131) |
| | | | | Municipal Government Administration | (3181) |
| | 34 | Personal Services | 2 year | Hotel Restaurant Management | (3421) |
| | 41 | Legal and Social Services | 1 year | Social Services Worker | (4141) |
| | | | 2 year | Leisure Services | (4160) |
| | 43 | Health Related | 1 year | Medical Lab Technology | (4333) |
| | 44 | Education Related | 1 year | Early Childhood Education and Care | (4411) |
| New Caledonia | 12 | Renewable Resources | 1 year | Pulp and Paper Technology | (1240) |
| | | | 2 year | Forest Resources Technology | (1210) |
| | 13 | Non-Renewable Resources | 1 year | Natural Gas and Petroleum Technology | (1311) |
| | | | | Mining Technology | (1312) |
| | 21 | Engineering Related | 1 year | Survey Technology | (2112) |
| | 22 | Electric/Electronics | 2 year | Electrical/Electronics Technology | (2211) |
| | 25 | Construction Related | 2 year | Construction Technology | (2510) |
| | 31 | Business Administration | 1 year | Business Administration Option | (3100) |
| | | | 2 year | Business Administration Option | (3100) |
| | | | | Accounting and Finance Option | (3121) |
| | | | | Electronic Data Processing | (3140) |
| | 32 | Office Administration | 2 year | Professional Secretary | (3214) |
| | 42 | Nursing | 2 year | Nursing (R.N.) | (4210) |
| | 43 | Health Related | 1 year | Dental Assisting | (4321) |
| | | | | Medical Lab Technology | (4333) |
| | 44 | Education Related | 1 year | Early Childhood Education | (4411) |
| | 51 | Fine Arts Related | 2 year | Fine Arts | (5110) |

| INSTITUTION | PDC | DISCIPLINE | TYPE | PROGRAM | |
|---|---|---|---|---|---|
| Okanagan | 21 | Engineering Related | 2 year | Civil Engineering Technology | (2111) |
| | 22 | Electric/Electronics | 2 year | Electronic Engineering Technology | (2211) |
| | 31 | Business Administration | 2 year | Business Administration | (3100) |
| | 42 | Nursing | 2 year | Diploma Nursing | (4210) |
| | 44 | Education Related | 2 year | Early Childhood Education | (4411) |
| | 51 | Fine Arts Related | 2 year | Fine Arts | (5110) |
| Selkirk | 12 | Renewable Resources | 2 year | Forestry | (1211) |
| | | | | Wildland Recreation | (1212) |
| | 15 | Land and Air Transport | 2 year | Aviation | (1511) |
| | 22 | Electrical/Electronics | 2 year | Electronics | (2211) |
| | 31 | Business Administration | 2 year | Business Administration | (3100) |
| | 41 | Legal and Social Services | 2 year | Human Services | (4141) |
| | 42 | Nursing | 2 year | Nursing | (4210) |
| | 44 | Education Related | 1 year | Early Childhood Education | (4411) |
| | | | 2 year | Elementary Education | (4417) |
| VCC | 31 | Business Administration | 1 year | Small Business | (3132) |
| | | | 2 year | Business Administration | (3100) |
| | | | | Accounting | (3120) |
| | | | | General Program | (3130) |
| | | | | Data Processing | (3140) |
| | | | | Finance and Investment | (3150) |
| | | | | Marketing and Sales | (3161) |
| | | | | Realty Appraisal | (3153) |
| | 32 | Office Administration | 2 year | Court Reporter | (3243) |
| | 33 | Communication Arts | 2 year | Journalism | (3311) |
| | | | | Photography Technician | (3332) |
| | | | | Graphic Arts | (3342) |
| | 34 | Personal Services | 2 year | Food Services Technician | (3441) |
| | 41 | Legal and Social Services | 1 year | Welfare Aide | (4141) |
| | | | 2 year | Criminal Justice | (4111) |
| | | | | Court Services | (4114) |
| | | | | Recreation Leadership | (4160) |
| | 42 | Nursing | 2 year | Nursing (R.N.) | (4242) |
| | 44 | Education Related | 1 year | Teacher Assistant Program | (4413) |
| | | | 2 year | Early Childhood Education | (4411) |
| | | | | Library Technician | (4431) |
| | | | | Physical Education | (4441) |
| | 41 | Fine Arts Related | 2 year | Fine Arts | (5110) |
| | | | | Theatre Arts | (5121) |
| | | | | Art and Merchandising | (5180) |
| Fraser Valley | 11 | Agriculture Related | 2 year | Livestock Production | (1130) |
| | 31 | Business Administration | 2 year | Business Administration | (3100) |
| | | | | Retail Management | (3131) |
| | 41 | Legal and Social Services | 2 year | Criminal Justice | (4111) |
| | | | | Social Service | (4141) |
| | 44 | Education Related | 1 year | Early Childhood Education | (4411) |
| | | | 2 year | Library Technician | (4431) |
| | | | | Human Services in Childhood Services | (4411) |
| | 51 | Fine Arts Related | 1 year | Fashion Merchandising Program | (5181) |
| | | | 2 year | Fine Arts | (5110) |
| | | | | Fashion Merchandising Program | (5181) |
| Northwest | 32 | Office Administration | 2 year | Industrial Records | (3261) |
| | | | | Secretarial | (3210) |
| | 41 | Legal and Social Services | 1 year | Human Service Worker | (4141) |
| | | | 2 year | Human Service Worker | (4141) |
| | 44 | Education Related | 2 year | Early Childhood Education | (4411) |

| INSTITUTION | PDC | DISCIPLINE | TYPE | PROGRAM | |
|---|---|---|---|---|---|
| East Kootenay | 31 | Business Administration | 1 year | Accounting | (3120) |
| | | | 2 year | Business Administration | (3100) |
| | | | | Accounting | (3120) |
| North Island | 31 | Business Administration | 1 year | Business Administration | (3100) |
| | 44 | Education Related | 1 year | Early Childhood Education | (4411) |
| Northern Lights | 33 | Communication Arts | 1 year | Visual Arts | (3342) |
| | 41 | Legal and Social Services | 1 year | Community Counselling Training | (4141) |
| | 51 | Fine Arts Related | 1 year | Theatre | (5121) |
| | | | | Music | (5124) |
| | 22 | Electrical/Electronics | 1 year | Telecommunications | (2213) |
| | 25 | Construction Related | 1 year | Construction Administration | (2511) |
| | 31 | Business Administration | 1 year | Business Administration | (3100) |
| | 42 | Nursing | 1 year | Hospital Worker Upgrading | (4280) |
| | | | | Nursing | (4230) |
| | 43 | Health Related | 1 year | Dental Assistant | (4321) |
| | 44 | Education Related | 1 year | Early Childhood Education | (4411) |
| | 61 | Basic Education and Development | 1 year | Tutor Training | (6100) |
| | | | | BTSD | (6121) |
| | | | | Pre-Technical | (6122) |
| | | | | Adult Upgrading Skills Program | (6123) |
| | | | | Employment Orientation for Women | (6171) |

APPENDIX A.4: Selected Verbatim Comments from Students

In response to the questionnaire item, "Your comments are invited," many students wrote in a wide range of comments. The following are a few of the more interesting responses, reproduced verbatim. (Grammatical, spelling and punctuation reproduced as written by the respondents.)

Note: The following examples of verbatim comments from respondents are presented as evidence of some of the disparate reasons why students enroll in career/technical courses; the variety of personal backgrounds; and the particular student concerns.

It must be emphasized that the comments are not intended to reflect an evaluation of the institutions. While students offered both positive and negative reaction to post-secondary institutions, no attempt has been made to representatively sample such viewpoints. The comments are intended only to dramatize the conclusions presented earlier in the report.

Female, 18 to 24 years

"Although my present job is related to my education, I consider it to be just a stepping-stone. Work experience is a very large factor; often a diploma is not enough. I went to a post-secondary school straight out of high-school. Unfortunately a diploma alone will not open so many doors; a combination of education + work-experience is what is needed. My high expectations had to be lower for a while."

Female, 18 to 24 years

"Initially I enrolled in the program because I didn't know what else to do. I was hoping it would open my mind to other ideas and doors to creative and constructive opportunity. After 1 year in the program that's exactly what happened. I'll always be pleased for taking the course. THANK YOU."

Male, 25 to 34 years

"I may have picked the wrong course as I knew everything taught except for a little."

Male, 25 to 34 years

"The three courses I took were to help me in my personal business interests. I didn't have any intentions of completing a program."

Female, 18 to 24 years

"One of my biggest dislikes of the college was the variance in course content, structure and degree of difficulty of the same course - taught by different instructors. One instructor makes the course a breeze, the other instructor makes the same course barely passable!"

Female, 18 to 24 years

"Tuition fees should be increased so that students pay a greater share of the actual costs. Therefore the burden on the taxpayers would be lessened. I do not feel that those of us, such as myself, should be subsidized by taxpayers when we decide to enrich ourselves by furthering our education. The major purpose of furthering education is to become more independent and that whole concept becomes hypocritical when the educational community (students, teachers and administrators) expect the taxpayers to pay the bulk of the costs."

Female, 25 to 34 years

"I was terrified at the thought of returning to a "school" environment after 12 years in business and quite impressed (when I finally did it) by the informality. The students were of all ages and the teachers made us feel quite at ease to the point where learning became fun and we all progressed as

a team helping each other. I was almost saddened to see it end. The follow-up course was not as good because of the teacher. She was not as cool, but quite erratic and tended to increase nervousness within the class. I will return tho' for sales related courses next fall."

Female, 18 to 24 years

"More of an effort should be made by Post-Secon. Educ. institutions to improve communication between vocational training programmes and the employers. A more positive attitude of the people who hire would be an encouraging factor for students, as well as giving Educational institutes a better idea of the needs for a training programme. (I have taken an extensive two year programme in Fashion Design and can't get a job with a manufacturer for more than $3.75/hr!!) Where are the jobs that were promised??"

Male, 25 to 34 years

"Since I transferred to university I have talked to counselling and admissions people. I never fail to get the "run-around" about what I get credit for and what I don't. Why don't all the schools get their heads together and come up with something respectable!"

Female, Over 44 years

"I needed bookkeeping training and really enjoyed being able to study and work at home as well as knowing I could contact the college anytime I needed help. I enjoyed writing exams - it was a challenge for one out of school for nearly 40 years!"

Male, 18 to 24 years

"Hotel/Motel Training for Administration. Too much cooking!!!!! Not enough management skills taught. Too much labour, not enough skill techniques!? What about running the business! It's the most important part of administrative training! More about hotels, less needed about restaurants! Teach them the way to manage! I learned everything I needed to know in the first year! The second year was just a repeat! They should have started teaching "Management"! Signed, Dissatisfied!"

Female, 18 to 24 years

"Had I not heard of this course though a friend, and been encouraged that I too could achieve good grades at a college level (My high school Grade Average was "C+" - College G.A. was "A") I would still be waitressing in bars. I think there should be more public awareness for people like me, who had never really thought they could afford to go to school or meet course requirements."

Male, 18 to 24 years

"Young people aspiring to "get ahead" enroll in career orientated programs bent at developing a skill, a trade or a profession. Hopefully, we will realize that that training is only a small fraction in the education of a "whole" person."

Female, 18 to 24 years

"The largest strain, financially, on the student is that of finding accomodation. Towns boasting a college are not equipped to provide adequate reasonably priced accomodation. As there are no dormatories nor student housing projects students are forced to compete with the community for high cost rental accomodation. The result being interrupted studies for a year of primary employment."

Male, 18 to 24 years

"Before attending a post-secondary institution I had certain objectives of what I wanted to do but while in school these objectives were modified due t the intellectual enrollment which made me reevaluate my objectives to be more practical and realistic in nature. Since graduating, I have changed these objectives again, due to the job market, personal experiences and luck. (No one knows what is going to happen to them!)"

Female, Over 44 years

"The added training opened doors for me in areas that I had longed to work in for many years. As well, my life has been greatly enriched by the learning experience. Job prospects are endless."

Female, under 18 years

"As I am still attending high school, I have only taken one post-secondary course. As a result I have now made definite plans for my career. This has also helped me prepare for a post-secondary environment."

Male, 25 to 34 years

"Re: Instructors: Why is it some of the instructors are known in there working environments as being insensitive to the need of change and yet are able to secure part-time positions at this institution."

Female, Over 44 years

"As a mature student who had not been in an formal educational environment for 25 years I was an eager student and thrilled with the opportunity to learn. My instructors and the courses enriched my life and provided me with a job I enjoy."

Female, Over 44 years

"I wish I had started out twenty years ago but at 51 it's a little late to think along career education lines. I thoroughly enjoyed all my courses and hope to get back in the swing next fall. Doubt very much if I'll ever get a full program completed but it's nice to know the opportunity exists for my G.E.D. after being out of school since 1944. Really has given me a new lease on life to know I can still learn and grow."

Male, 25 to 34 years

"Tuition fees are too low. This creats a big burden on the average taxpayer. The type of jobs available in B.C. (mining, forestry etc.) need strong backs not over educated people with high expectations."

Female, 25 to 34 years

"I was assured financial help was available when I transferred from part-time to full time. When none was forthcoming I was forced to withdraw and get a job to repay the money I had borrowed for tuition. I could not get financial help because I own a house (mortgaged of course) and a car and have an income over the ceiling for student loans. At the time my three children were also under 6 and in spite of a large mortgage I would be out of my mind to sell my condominium and look for rental accomodation. At the time I had a 4.0 average but was not considered for scholarship because it was not necessary because of the child support I receive even though I explained I had listed what I was supposed to get not what actually was received because that amount was uncertain. What I am trying to say is that single mothers trying to upgrade their career skills need as much help or more than some of the youngsters just out of school. I am now working full time and doing correspondence courses to the detriment of my children because I have to continue to upgrade my skills to where I can support the 4 of us and we all have to eat in the meantime."

Female, 35 to 44 years

"Would like greater flexibility in transfering between day and nights courses - I began with night courses, but now days more available."

Male, 35 to 44 years

"Universities should offer more science and engineering courses at evening so that the part-time students can have a chance to obtain a science or engineering degree. I think Vancouver is the only big city in North America that the students can't obtain an engineering degree by part-time study."

Male, 35 to 44 years

"Little opportunity for part-time students. Many course are offered in even. but cater to full time students."

Female, 35 to 44 years

"Am a Registered Nurse who would like to be able to complete a B.S.N. program in the north. Anik "B" Satillite courses are excellent and I support a recommendation for Registered Nurse related courses to continue but at a more suitable time e.g. evening rather than late afternoon."

Male, 18 to 24 years

"Post secondary institutions both technical and universities are overcrowded with people who merely have nothing better to do. I believe in the right of education for all (present tuitions infringe on this right). However I feel that entrance requirements should be sufficiently high such that only those with the desire to work get in."

Female, 35 to 44 years

"I attended class until I had acquired the necessary skills to complete our family business' books to a trial balance. (I am responsible for all office/financial matters related to a retail sales/service operation.) I very much appreciate the chance to upgrade my skills while carrying on my part of our work, and as time allows, will probably take the course again in order to obtain credits. Since I have only Grade 9 in formal schooling, (but have had on-the-job training), I plan on attaining Grade 12 equivalency in order to make any credits count. I could not do this without College night school, and heartily endorse any expansion of these services to assist adult students. Note: I feel we get far more out of such classes than secondary students, as the teachers work in their fields, and are more worldly than fulltime teachers!!!"

Male, 18 to 24 years

"Post secondary institutions are stagnent centres of inaccurate and outdated learning. Their primary concern is perpetuating their own existance and the security of their staff. Little or no concern is shown for the opinions of students or the quality of teaching and material."

Female, 35 to 44 years

"As a mature student I feel grateful to have had the opportunity to go back to study. It has built my confidence and made me feel a useful part of the community."

Female, 25 to 34 years

"Regional colleges suffer somewhat from catering to general interest as well as university type programs. There is nothing wrong with this if it is clear which class is which, but it does not work when there is a mixture of students in one class. A lot of high school students seem to have little idea of the amount of study they need to do on their own to tackle a college level course. Classes tend to get dragged down to the lowest common ability rather than either not admitting or letting go students who can't do the work. Do appreciate the variety of courses available at a regional college."

Female, 18 to 24 years

"The courses, classes, and teachers are fine but I was very disappointed with administration. They seem to be slow and did not have up to date records in my file even 6 months after graduation. I also was not pleased with counselling services in that they could not give me info. I wanted concerning my program. The financial aide was also difficult to receive. Otherwise I enjoyed my 2 year course. Plus - I can relate only 2 or 3 of my courses to my present job."

Female, 25 to 34 years

"The institute I attended gave me a direction in a choice of careers but it has also given me some insight into other careers and learning opportunities of which I was not fully aware. It's possible that because of this I may change careers in the future."

Male, 25 to 34 years

"Although my courses are not related to my present work, I found that communication, public speaking, reports, high pressure of exams (and been able to cope with them) taught me the discipline necessary for my present job."

Male, 18 to 24 years

"I think more young people should find something they are interested in and take it even if they just go for a little while. I still am personally going to attend colledge again, because the more you learn the better citozen you become."

Male, 18 to 24 years

"Students should be made more aware of what they are actually becoming. I am a technologist now and I can already see that this education doesn't provide any interesting or profitible jobs. Our technology class was told we would be generals in the field and most are now privates, even many that have been working for 20 yrs such as my work partners. I feel tnat we don't get recognition for what we learned. Unskilled garbagemen make more money! Technology grads work - (Cheap!!). If I were made aware of the situation of technologists, rather than mislead, I would have gone to university immediately. As it now stands, I will go to Lakehead, more inconvenient."

Male, 18 to 24 years

"My Highschool teachers let me down and the government screwed me but good."

Female, 25 to 34 years

"Courses I have taken have been for my own interest not necessarily to make it possible to get a job. I'm glad you offer such a wide variety of courses - if I live long enough I would like to take most of the couses offered even if only as an audit in some cases. I believe further education should be available to everyone and feel it is here in Fort St. Jonn."

Female, 25 to 34 years

"The program I graduated from in 1976 was in an early stage of development and has continued to grow and change over the years - my main complaints, now that I'm in the field are that:

(1) I have no transfer credit to any other institute or university - so I cannot choose to further my education that way if I wanted - nor was I informed of that !!

(2) The program has changed quite significantly that I don't believe an employer would have or could have any idea of what qualifications a grad would have from one grad yr. to another."

Male, 35 to 44 years

"Very thankful that the opportunity exists to broaden my knowledge. Our Comm. College is definitely trying to respond to the economic needs of our area!"

Male, 18 to 24 years

"I feel that although I may not be working in the field that I took my post-secondary education for, I don't think the education has failed its purpose. Education should teach a person to think and use the resources available to him to his best advantage. Education should provide a little confidence and a feeling of self worth. Unfortunately there are still institutions that don't teach students to live and prosper, just how to survive."

Female, Over 44 years

"I believe that the college, aside from the courses it offers, plays an important role in the community, culturally, socially and intellectually. As well, the college teachers are involved extracurricullarly in the community. I am against a college establishing itself as an interior university at the expense of the smaller branches. My two sons took first year at the college and transferred to university with good success."

Male, 18 to 24 years

"I believe the real strength of the courses lie in the teacher industry bond which then gives the student a better proximity to industries' ways and job opportunities."

Male, 18 to 24 years

"Q.9 is a very important question. I believe that any post-secondary institution should aim to attain high degrees of achievement socially and emotionally.

Through the Interior Design program I got to know how to be a better person by really getting to know myself. I feel I have a higher level of perception and consciousness through the program.

Others may disagree with my feelings about the program, but I worked hard to get where I am, as an artist, and for the most part, can only be attributed to the training and discipline I learned in my two years at college."

Male, 25 to 34 years

"Although my primary reasons for pursuing the post-secondary program were personal rather than career oriented, my training provided me not only with invaluable skills and personal growth but unique, fascinating and rewarding summer jobs in 1979 and 1980. The overall experience provided me with a new perspective on my career interests and thougn my major field of endeavour will no longer be related to this training, I will continue to upgrade and strengthen the skills and will without doubt have frequent opportunity to use them again."

Female, 25 to 34 years

"I am an employee at the Post-Secondary Institution where I took my course, and consequently, free tuition was one of my motivations. I took the course out of personal interest - curiosity to see if I had the talent, interest or motivation to change my occupation. After this couse, I decided to stay with my present occupation."

Male, 25 to 34 years

"Taking nightscnool to get a certificate, to back-up my field experience, which got me my job."

Female, 25 to 34 years

"The fact that my employer reimbursed my tuition fees and book costs had much to do with my attending a post secondary institution."

Female, 25 to 34 years

"Enrolled in several Academic Courses not related to my job training. Reason - Intellectual Stimulation. Graduated from university and miss the environment. Presently returned to a position in my field of training. I will, however, continue with more courses. Keep up the Good Work."

Female, 25 to 34 years

"My main objective as a part time student was to upgrade my English skills to ready myself for when I do decide to choose a specific career and would have the basics to handle a full time coarse."

Female, 25 to 34 years

"Re: No. 9. Depends when in your life Post sec. ed. is taken. Initially I feel aquiring of skills or vocation important to become independent.

Now I want post. sec. ed. to broaden my general outlook and knowledge - for emotional and social fulfillment."

Female, 18 to 24 years

"I attended post-secondary school for a number of reasons.

(1) to acquire specific technical skills
(2) to gain a broad base of knowledge to enable me to look for a career.
(3) to gain independence
(4) to gain self-confidence."

Female, 35 to 44 years

"I only took 2 courses in order to complete the "Electives" required for your Nursing Program. I was able to schedule them around family obligations (husband and 4 children), a time-consuming hobby and a part-time job. If I am not accepted into Nursing this fall, I will probably enroll in some more courses related to the Nursing field."

Female, 18 to 24 years

"A secondary objective for entering college was to move out of the small town, where I lived.

A copy of the statistical findings would be appreciated."

Female, 18 to 24 years

"I once thought that the important thing about education was to learn - now I think it is to learn something useful, which is a life-time undertaking in itself!"

Male, 18 to 24 years

"I feel you only "learn as much as you want". The instructors were always more than willing to help when ever I needed it. I'm only sorry I didn't take school as serious as I should have."

Female, 18 to 24 years

"I found that the teaching was qualified and the teacher very knowledgeable, but many were without teaching degrees and just couldn't get the point across."

Male, 35 to 44 years

"A bright student is still treated like an oddball by not only Fellow students but also by instructors.

Thank you!!?"

Female, 35 to 44 years

"I have some reservations about the counselling questions:- only trained councellors are of much help - instructors trying to counsel grind their own axes and betray their own positions. Trained councellors at least try to guard against this. Without them stress levels increase."

Female, Over 44 years

"I would like to see some career counselling for men and women over 40 who wish a career change. Women in particular may have this need since many careers weren't open to them when they were younger. With 20 working years to go a change is sometimes a necessity."

Male, 25 to 34 years

"It is important for students to have a clear, mature outlook on post-secondary education before they go to university, etc. They must have a clear understanding of what they can expect upon graduation.

Counsellors should weed out misdirected students at the beginning of the post secondary period, for the sake of the student as much as the institution.

A student can waste a lot of time and money pursuing a goal that often has no future, and for which he is unsuited."

Female, 18 to 24 years

"I've had 3 fields of study. I have 2 jobs both of which are related to one of my fields. None of the fields has enough to offer on a lifetime basis. I'll probably always go to school."

Female, 18 to 24 years

"I found that the preparation I received in high school was inadequate. I think that a grammar course should be offered, if not may compulsory. A course on essay writing would be a good idea. I think that a student should have to have high scores on all three sections of the E.P.T. before he/she can take Eng. courses or any courses that involve essary writing."

Female, Over 44 years

"My plans for the future are to leave my employment so a younger person can step in - then I'll become a full time student and find enjoyment in learning. Our young people are so fortunate to have so much offered to them."

Female, 25 to 34 years

"My training was in Hospitality Field, but I am in a logging community."

Male, 18 to 24 years

"After I left my institution (graduated), I was shocked at how poorly recognized an Electrical Technologist is in B.C. I was under the impression that it was a widely recognized career, but it isn't. Too many consulting firms in Van. assumed that if I wasn't an engineer, then all I was good for was for drafting. I did not want to start my career as a draftsman. That is one of the reasons it took me so long to find a job."

Female, 18 to 24 years

"My post-secondary training did not prepare me for problems in the office environment and how to handle them effectively ex. office politics, ex."

Female, 18 to 24 years

"In general the post-secondary institution I attended was far more concerned with the training of workers for the industry as opposed to enriching the students interest and creativity. I was stifled!"

# APPENDIX B

## WORKSHOP CORRESPONDENCE

1. Workshop Invitation
2. Confidentiality and Data Release Policy
3. Proposed Terms of Reference

APPENDIX B.1: Workshop Invitation

B.C. RESEARCH

3650 Wesbrook Mall, Vancouver, Canada V6S 2L2

Phone (604) 224-4331 • Cable 'RESEARCHBC' • Telex 04-507748

April 28, 1980

File: 5-04-857

Principal's Name
Institution's Address

RE: A Follow-up Study of Career/Technical Programs
Invitation to Workshop

For some time our research group, working through B.C. Research, has been discussing a project with the Academic Council which will involve the career/technical programs in the colleges and institutes. While there is no definite plan of action as yet, we would like to develop a system for on-going monitoring of these programs, including a follow-up procedure for graduates.

We now have authorization from the Academic Council to initiate the preliminary stage for such a project. As a first step, we wish to hold a workshop for representatives of the career/technical programs in each institution. The purpose of the workshop is to:

1. discuss the feasibility of the project;
2. decide on the specific objectives;
3. establish the time frame;
4. discuss the degree of participation by each of the institutions.

It is evident that the colleges and institutes must be involved in the planning process and that no action can take place without their support.



Technical Operation of the BRITISH COLUMBIA RESEARCH COUNCIL, a Non-profit Industrial Research Society

I would like to request that your institution send one representative to our workshop which shall be held on Monday, June 2, 1980 at:

Conference Room
Ministry of Education
7451 Elmbridge Way
Richmond, B.C.
V6X 1B8

The representative should be directly involved in the career/technical program at your institution, probably at the level of the Dean's office. We expect that the workshop will continue from 9 a.m. to 5 p.m.

Accomodation can be booked for those needing it at the:

Richmond Inn
7551 Westminster Highway
Richmond Inn
Phone: 273-7878
(airport limousine service available)

Please make your own travel and accomodation arrangements. We have a block of rooms set aside at the Richmond Inn for the Sunday night June 1, 1980. Please refer to the "B.C. Research Workshop" when making your reservation. This block booking will be held until May 22 only. Please confirm with the hotel before that date. The Academic Council will reimburse your expenses, olease retain all receipts.

Further details, including a preliminary agenda, will follow in about two weeks time.

Your co-operation in this matter would be most appreciated. Please send us a note to indicate who your college's representative will be. Thank you.

Yours sincerely,

B.C. RESEARCH

John D. Dennison
Consultant,
Educational Planning & Research Program

JDD:bas

cc: Mr. Don Couch

Institutions invited:

Camosun College
Capilano College
Cariboo College
College of New Caledonia
Douglas College
East Kootenay College
Fraser Valley College
Malaspina College
North Island College
Northern Lights College
Northwest College
Okanagan College
Selkirk College
Vancouver Community College
B.C. Institute of Technology
Emily Carr College of Art
Open Learning Institute
Justice Institute of B.C.

APPENDIX B.2: Confidentiality and Data Release Policy

B.C. RESEARCH

3650 Wesbrook Mall, Vancouver, Canada V6S 2L2

Phone (604) 224-4331 • Cable 'RESEARCHBC' • Telex 04-507748

September 23, 1980

File No. 5-04-857

MEMORANDUM TO: Workshop Committee
A Study of Career/Technical Programs

FROM: Glen C. Forrester, Program Manager,
Educational Planning & Research,
B.C. Research

SUBJECT: Confidentiality

A study is being conducted by the Academic Council to follow-up former students from the Career/Technical programs in British Columbia. The Council has contracted B.C. Research to undertake the technical aspects of this study. B.C. Research is an independent, non-profit organization doing contract research for clients in both the public and private sectors. B.C. Research has a great deal of experience in the area of educational planning and research and has undertaken much work on behalf of the educational community in B.C.

A necessary data requirement of the follow-up study is for the Academic Council to have the names and addresses of students enrolled on the Career/Technical programs in September 1979 and on all programs in September 1980. As these data contain personal information, it is acknowledged that they should be treated as confidential. The Academic Council has so instructed B.C. Research.

B.C. Research agrees to respect and protect the confidential nature of these data. In order to emphasize and re-inforce our own concern in this area, we wish to outline the manner in which we will be treating these data.

1. Proprietor of Data

Data submitted to B.C. Research by the institutions are considered the property of the submitting institution. Likewise any data prepared or processed by B.C. Research from these data. B.C. Research acts as a custodian of the files and is responsible for their security.

.... 2.



Technical Operation of the BRITISH COLUMBIA RESEARCH COUNCIL, a Non-profit Industrial Research Society

2. Data Release and Access

Access to and distribution of data is the privilege of the proprietor of that data and will not be granted by B.C. Research to third parties without the expressed written permission of the proprietor.

3. Unintentional Access

B.C. Research will be responsible for securing data from unintentional access. Data will be stored in computer files which are computer ID and "password" protected. B.C. Research uses the computer facilities at the University of British Columbia which has an excellent security system. Most computer production runs will be done from the B.C. Research in-house RJE terminal. Access to the B.C. Research building is restricted and a security badge system is enforced. Only authorized B.C. Research staff will be permitted to handle these data.

4. Use of the Data

Student data will be used for research purposes only. Individual student data are requested so that students may be selected for receipt of a mail out, follow-up questionnaire. The students' names, birth dates, and sex are required so that they may be cross-matched against similar data files from the other institutions to locate students who are no longer pursuing their studies. Names and addresses are required so that mailing labels may be prepared for the follow-up questionnaire and reminder notices. Individual student identification is required only for these purposes.

Tabulations and research reports prepared from these data files and the returned follow-up questionnaires will not identify individual students. Reporting will be done on groups of students and in aggregate form only.

We trust the foregoing clarifies our mutual concern over the issue of confidentiality. Should you wish any further elaboration please contact me.

GCF.sb

APPENDIX B.3: Proposed Terms of Reference

B.C. RESEARCH

3650 Wesbrook Mall, Vancouver, Canada V6S 2L2

Phone (604) 224-4331 • Cable 'RESEARCHBC' • Telex 04-507748

August 28, 1980

File No. 5-04-857

TO: Workshop Committee
A Study of Career/Technical Programs

FROM: Glen C. Forrester
Program Manager
Educational Planning & Research
B.C. Research

Attached is a summary of our Steering Committee meeting of August 22, 1980. These briefly describe the type of study which is viewed as desirable by the Steering Committee.

Comments, observations and opinions regarding these terms of reference are welcome.

Glen



Technical Operation of the BRITISH COLUMBIA RESEARCH COUNCIL, a Non-profit Industrial Research Society

## Steering Committee Meeting No. 2

"A Study of Career/Technical Programs"

Held: 9:00 am - 4:00 pm Friday, August 22, 1980 in Richmond.

Present:
Harold Kirchner - Capilano
John Bottomly - O.L.I.
Richard Hallett - Selkirk
Grant Douglas - BCIT (sitting in for Brian Gillespie
John Cousineau - VCC (pm only)
Jack Cooper - OTC (pm only)
Marino Middleton - Ministry
Don Couch - Academic Council
Susan Brown - Academic Council
*Glen Forrester - B.C. Research
*Gordon Jones - VCC & B.C. Research
*John Dennison - UBC & B.C. Researc

*Research Team

Absent:
Peter Robinson - New Caledonia
Lou Dryden - Camosun

1. Career/Technical Programs

Programs to be included in the study are those defined as Career/Technical using the PDC codes under the PACS system. This includes programs funded either under the Academic Council or the Occupational Training Council.

Programs which are staged for business or industry on a full cost-recovery basis are not to be included. The study is concerned with provincially funded programs only.

2. Student Populations

Part-time students are to be included in the study. A part-time student would be defined as anyone taking less than a full load for the specific Career/Technical program.

Sampling of programs would not be appropriate. The study might consider sampling students but they would be drawn from all institutions and from all Career/Technical programs.

3. Terms of Reference for the Study

The following terms of reference describe the type of study which was being developed by the Steering Committee. There was general agreement that this type of research project was desirable.

The study would be longitudinal in nature with a very strong student focus. It would be intended primarily to provide a provincial picture of Career/Technical programs.

The longitudinal aspect would begin with students applying for enrolment and/or enrolling in January 1981 and September 1981. These two groups would then be monitored and follow-up surveys conducted as they leave the institution or graduate.

The January 1981 cohort would serve primarily as a pilot study for instrument evaluation and procedure shake down. The September 1981 cohort would be the prime focus of the study.

The study could be logically divided into five components. The details of these components, as currently discussed, are outlined below.

a) Student Demand Component

Institutions would be asked to keep a record of all students completing an application form or leaving their name in application for a Career/Technical program starting with programs commencing January 1981 and also programs commencing September 1981. This record would include the student's names, birthdates, sex or title, social insurance number (if available), program for which they have applied, and possibly mailing address and phone number. Lists would be cross-matched by the Research Team against the lists submitted from each institution. The purpose of this would be to quantify the student demand for various programs on a provincial basis, correcting for multiple applications.

Two levels of multiple applications exist: a) a student applying at two or more institutions or similar programs, b) a student applying at two or more institutions for different programs. Both situations would be identified and quantified.

b) Student Profile Component

Students admitted to Career/Technical programs and applicants refused admission would be surveyed to establish profiles of these two populations. Types of information to be collected would include:

- previous employment background
- previous level of educational attainment
- demographic variables such as age, sex, socio-economic status
- educational ambitions/plans
- career ambitions/plans
- reason for choice of program
- reason for choice of institution
- objective in applying/enrolling

These data would be collected via questionnaires handed out as part of the application/pre-registration process. Institutions would be asked to conduct the hand-out and collection of forms for the January and September 1981 sessions.

c) Student Attrition Component

Monitoring of student attrition at each institution would be undertaken by comparing student records from each institution for successive semesters. In order to do this the institutions would be requested to submit student record data for all students enrolled in Career/Technical programs each semester beginning January 1981 and continuing until September 1983. These records would include student's name. birthdate, sex or title, mailing address, phone number, social insurance number (if available) and program in which currently enrolled.

d) Graduate and Discontinuant Follow-up Component

A follow-up survey would be conducted of those students completing their programs and of those not continuing their studies. For students commencing in January and September 1981, a follow-up would be undertaken after their last semester. Types of information to be collected would include:

- reason for discontinuations
- educational ambitions/plans
- career ambitions/plans
- student's perception of college experience
- current activity
- if employed - relationship of employment to training
  - whether training helped in obtaining work
  - length of time required to find work
  - method used in locating work
  - employment status, full-time/part-time

The only institutional requirement in this task would be to provide covering letters to the students supporting or endorsing the study.

e) January 1981 Follow-up Component

Students who were enrolled in a Career/Technical program in September 1979 who have completed their program or were no longer enrolled in September 1980 would be surveyed in January 1981 using the instruments developed for the previous study component. The purpose of this would be to provide follow-up results during the current fiscal year. It would also serve as an evaluation of the follow-up instruments before they were utilized in the longitudinal study.

Institutions would be asked to submit student record data for all students enrolled in Career/Technical programs in September 1979 and data for all students enrolled in September 1980. These records would include student's name, birthdate, sex or title, mailing address, phone number, social insurance number (if available) and program in which they were/are enrolled. Institutions would also be asked to provide covering letters to the students supporting or endorsing the study.

4. Next Meeting

It was agreed that the Research Team would begin to develop the various study components in more detail and formulate study procedures. If funding is arranged, they would also proceed with drafting the survey instruments for Committee review. No dates were set for these reviews but the study time-lines will require a prompt response from the Research Team.

5. Post-Script to Meeting

Following the above meeting the Research Team and the Academic Council (the funding agency) met to discuss funding implications of the proposed longitudinal study. It was agreed that work should commence immediately on the January '81 Follow-up Component and on the Student Demand Component. The Research Team will be in touch with each institution over the next 2 - 3 weeks regarding these two components. The remaining three components of the study are still being considered.

# APPENDIX C

## DATA SUBMISSION REQUESTS

1. Formal Request to Institutions
2. Magnetic Tape Format
3. Punched Card Format
4. Manual List Format

APPENDIX C.1: Formal Request to Institutions

B.C. RESEARCH

3650 Wesbrook Mall, Vancouver, Canada V6S 2L2

Phone (604) 224-4331 • Cable 'RESEARCHBC' • Telex 04-507748

October 1st, 1980

Our File: 5-04-857

TO MAIN CONTACT PERSON IN EACH INSTITUTION

RE: Student Record Data Request
A Study of Career/Technical Programs

In January '81, on behalf of the Academic Council, B.C. Research will be conducting a follow-up questionnaire survey of students from Career/Technical programs. In order to do this we will need your assistance in providing the names and addresses of the student population being studied.

We will require two data files:

File 1 Containing a data record for each student, both full and part-time, who was enrolled in a Career/Technical program in September 1979 (regardless of when they first enrolled).

File 2 Containing a data record for each student, both full and part-time, who was enrolled in September 1980 on any program, Academic, Career/Technical, or Vocational (regardless of when they first enrolled).

It is recognized that this file will include many student names already reported in File 1; this duplication is deliberate.

Suggested record layouts are attached for magnetic tape, punched card or manual list format. You may use whichever format you prefer. We have tried to keep these formats similar to those used last year for the Academic Non-Transfer study.



Technical Operation of the BRITISH COLUMBIA RESEARCH COUNCIL, a Non-profit Industrial Research Society

Note that magnetic tape format is preferred. All tapes will be returned. Please identify your tape specifications (i.e. 7 track or 9 track; 800, 1600 or 6250 bpi; even or odd parity; blocking factors; and coding structure EBCDIC or BCD etc.), and give a sample listing of the first 10 records or so. Most importanly, indicate the total number of student records in each of the two files.

We will need these data by November 30, 1980. If you anticipate any difficulties with this request or wish to clarify something, please contact me at 224-4331. Thank you.

Yours sincerely,

B.C. Research

Glen C. Forrester
Program Manager
Educational Planning and Research

GCF/etc
Encl.

cc: Don Couch

## NOTES FOR DATA SUBMISSION

### Career/Technical Programs to be Included

The definition of what qualifies as a Career/Technical program is unfortunately somewhat vague. We wish to include all programs considered as Career/Technical using the PDC codes under the PACS system. This includes programs funded either under the Academic Council or the Occupational Training Council. Programs which are staged for business or industry on a full cost-recovery basis are not to be included. The study is concerned with provincially funded programs only.

If there was a change between 1979 and 1980 in the programs designated as Career/Technical due to the introduction of the PDC coding, we would prefer the 1980 grouping. If you can use the PDC codes please do so. Otherwise give us an explanation of your coding scheme.

If there are a few programs which your institution considers as career/technical although they are not labelled as this under the PACS system, you may include these as well. Please identify these with unique codes and specify what they are.

### Students to be Included

All students, both full and part-time, including both first-time enrollees and continuing students should be listed.

## DEFINITION OF DATA ELEMENTS

1. Semester Codes:

   793 = September 1979

   803 = September 1980

2. Institution Codes:

| | | |
|---|---|---|
| 01 Camosun | 08 Selkirk | 13 BCIT (day) |
| 02 Capilano | 09 Vancouver | 24 BCIT (night) |
| 03 Cariboo | 14 Fraser Valley | 25 Justice Institute |
| 04 Douglas | 15 Northwest | 10 Emily Carr |
| 05 Malaspina | 16 East Kootenay | 31 OLI |
| 06 New Caledonia | 17 North Island | |
| 07 Okanagan | 20 Northern Lights | |

3. Student Registration/Sequence Number:

   If the institution assigns a permanent student ID number, please use that number. Provide a key to explain its structure (i.e. usually 2 or 3 digits in the code indicate the first semester of entry)

   Alternatively, if a student ID number is not available, please assign a sequential number having the following structure:

   YYYYYYY XXX

   where YYYYYYY= Sequential number unique to student

   XXX = First semester registered, i.e. 781

4. Student's Name

Please provide the student's full surname, first given name and second given name (or at least initial). Either place names in the separate fields indicated on the format or separate names using a blank character. If a "previous surname" or "maiden name" is available, this should also be provided. Leave field (s) blank if no name is available. If the name is longer than the field length provided, please truncate to fit.

5. Sex/Title:

1. Male / Mr

2. Female / Ms.

3. Miss

4. Mrs.

If unknown, leave blank

6. Date of Birth

Please provide the student's date of birth in the format year, month, day.

(eg: March 30, 1948 should be coded as 480330)

If all or part of the date of birth is unknown or unavailable, please coded that portion as 00.

(eg: March, 1948 but day unknown should be coded as 480300)

7. Social Insurance Number:

While this field is not essential, it will assist us in cross-matching student records. If SIN is not available or your institution is unwilling to release it, leave it blank.

8. Mailing Address and Telephone:

Please provide as complete a mailing address as possible for the student, including house or apartment number, street, city, postal code and telephone number. If more than one address is available, please provide in this space the one at which you feel we are most likely to reach the student after he or she has left the institution. If a portion of the address is unavailable, please leave it blank.

9. Alternate Mailing Address and Telephone:

If an alternate address is available for the student, please provide. This may be next of kin address for example. If unavailable, please leave blank.

10. Department Code:

Department or Program Grouping in which student was enrolled (as used for the October 31 "Halloween" Report under the PACS system)

1 Academic / University Transfer

2 Career / Technical

3 Vocational

11. Program Code

If Department Code is not equal to 2 (Career/Technical)
then Program Code = blank

If Department Code = 2
then assign a code number indicating the particular career/technical program in which the student was enrolled. Please submit a list showing the program names corresponding to the codes used for your institution. If possible use the PDC coding scheme.

Program code is needed for File 1 but not essential for File 2. If not given for File 2 please leave blank.

12. Graduation / Withdrawal Code:

Please indicate whether the student has officially graduated or withdrawn from his or her career/technical program.

1 graduated (received diploma or certificate)

2 officially withdrew

If neither of the above is applicable, please leave blank.

IBM

FORTRAN CODING FORM

PROGRAM: INSTITUTION STUDENT RECORD FORMAT : MAGNETIC TAPE | DATE | PUNCHING INSTRUCTIONS | GRAPHIC | PUNCH | PAGE OF | CARD ELECTRO NUMBER

FORTRAN STATEMENT | IDENTIFICATION SEQUENCE

STUDENT REGISTRATION/SEQUENCE NUMBER | STUDENT'S FULL NAME: SURNAME, FIRST-GIVEN NAME, SECOND-GIVEN NAME | SEX/STATUS | PREVIOUS SURNAME OR MAIDEN NAME | DATE OF BIRTH: YR MN DY | SOCIAL INSURANCE NUMBER (if available)

STREET ADDRESS | CITY/TOWN | POSTAL CODE | TELEPHONE No. | ALTERNATE STREET ADDRESS

ALTERNATE CITY/TOWN | ALTERNATE POSTAL CODE | ALTERNATE TELEPHONE No. | DEPARTMENT | INNER/TECHNICAL PROGRAM CODE | CODE/SUBCODE

IBM

FORTRAN CODING FORM

PROGRAM: INSTITUTION STUDENT RECORD FORMAT
PROGRAMMER: PUNCHED CARDS
DATE:
PUNCHING INSTRUCTIONS: GRAPHIC PUNCH
PAGE OF
CARD ELECTRO NUMBER*

| CARD # | STATEMENT NUMBER | CONTINUATION | FORTRAN STATEMENT | IDENTIFICATION SEQUENCE |
|---|---|---|---|---|
| 1 | SEQUENCE CODE | CODE | STUDENT REGISTRATION/SEQUENCE NUMBER; SURNAME; STUDENT'S FULL NAME: FIRST GIVEN NAME; SECOND GIVEN NAME; SEX; PREVIOUS SURNAME OR MAIDEN NAME; DATE OF BIRTH: YR MN DY; SPECIAL INSURANCE NUMBER (if available) | |
| 2 | SEQUENCE CODE | CODE | STUDENT REGISTRATION/SEQUENCE NUMBER; STREET ADDRESS; CITY/TOWN; POSTAL CODE; TELEPHONE No. | |
| 3 | SEQUENCE CODE | CODE | STUDENT REGISTRATION/SEQUENCE NUMBER; ALTERNATE STREET ADDRESS; ALTERNATE CITY/TOWN; ALTERNATE POSTAL CODE; ALTERNATE TELEPHONE No.; CAREER/TECHNICAL PROGRAM CODE | |

NOTE: ALL THREE CARDS MUST BE PRESENT FOR EACH STUDENT.

## INSTITUTION STUDENT RECORD LIST

(for colleges on manual system only)

SEMESTER _____

INSTITUTION _____

| STUDENT REG/SEQ. NUM. | SURNAME | FIRST NAME | SECOND NAME | SEX/ TITLE | PREVIOUS SURNAME | DATE OF BIRTH YR / MN / DY |
|---|---|---|---|---|---|---|
| S.I.N. | STREET ADDRESS | | CITY / TOWN | | POSTAL CODE | TELEPHONE |
| DEPT. PROGRAM GRAD/ UD | ALTERNATE STREET ADDRESS | | ALTERNATE CITY/TOWN | | POSTAL CODE | TELEPHONE |

APPENDIX C.4: Manual List Format

# APPENDIX D

## COVERING LETTERS USED IN THE FOLLOW-UP SURVEY

1. B.C. Research Letter - first mailing
2. Institution Letters of Endorsement - first mailing
3. Post Card Reminder - second mailing
4. B.C. Research Letter - third mailing
5. Student Feedback Letter and Abridged Summary

APPENDIX D.1: B.C. Research Letter - first mailing

B.C. RESEARCH
3650 Wesbrook Mall, Vancouver, Canada V6S 2L2
Phone (604) 224-4331 • Cable 'RESEARCHBC' • Telex 04-507748

February, 1981

CAREER/TECHNICAL PROGRAM STUDENT FOLLOW-UP

The enclosed information sheet is being sent to you because you were recently enrolled on a Career/Technical program in a post-secondary institution in British Columbia. Students from institutions throughout the province are receiving these forms as part of a research study.

The study is sponsored by the Academic Council of British Columbia. It has been endorsed by your post-secondary institution and is being conducted in co-operation with all the institutions. B.C. Research, an independent, non-profit research organization, has been contracted to carry out the technical aspects of the study.

Information collected in this study will be of assistance in planning courses and facilities in the colleges and provincial institutes. Students in post-secondary education will benefit from this research. We therefore ask for your patience and co-operation in answering the questions honestly and carefully. This should take no more than 10 minutes of your time.

When completing this information sheet, remember that your reply will be treated confidentially. Results will be tabulated for groups of students only; no individuals will be identified in any reports produced. As in previous studies, all respondents will be mailed a summary of the results from this project. Please use the postage-paid envelope provided. Thank you for your co-operation.

Yours truly,

B.C. RESEARCH

Glen C. Forrester

Glen C. Forrester
Program Manager
Educational Planning & Research

GCF:cs
encl.

P.S. : Would you please return your completed information sheet within the next 3 days. Thank you

Camosun College 1950 Lansdowne Road, Victoria, British Columbia V8P 5J2 / Phone (604) 592-1281

PRINCIPAL'S OFFICE

January 1981

CAREER/TECHNICAL PROGRAM STUDENT FOLLOW-UP

The research study being undertaken by B. C. Research on behalf of the Academic Council of British Columbia has the full support and endorsement of Camosun College. The results of the study, when assembled and published, will provide valuable research data for the province's post-secondary educational system. For that reason, may I encourage you to respond honestly and thoughtfully to the enclosed information sheet.

Your help in providing this research information is much appreciated.

Yours truly,

Lloyd Morin

Lloyd Morin
Principal

LM:jc

2055 PURCELL WAY, NORTH VANCOUVER, B.C. V7J 3H5 TEL. 986-1911

January, 1981

CAREER/TECHNICAL PROGRAM STUDENT FOLLOW-UP

The research study being undertaken by B. C. Research on behalf of the Academic Council of British Columbia has the full support and endorsement of Capilano College. The results of the study, when assembled and published, will provide valuable research data for the province's post-secondary educational system. For that reason, may I encourage you to respond honestly and thoughtfully to the enclosed information sheet.

Your help in providing this research information is much appreciated.

Yours truly,
CAPILANO COLLEGE

Paul Gallagher
Principal

:lak



A community College serving North Vancouver, West Vancouver, and Howe Sound.

capilano college

cariboo college

P.O. BOX 3010
KAMLOOPS, B.C. V2C 6B7
PHONE 604-374-0123

academic • career • community programs • university transfer • technical • vocational

February, 1981

CAREER TECHNICAL STUDENT FOLLOW-UP STUDY

The research study being undertaken by the British Columbia Research Council on behalf of the Academic Council of British Columbia has the full support and endorsement of Cariboo College.

The results of the study, when assembled and published, will provide valuable research data for the Province's post-secondary educational system. For that reason, I encourage you to respond honestly and thoughtfully to the enclosed information sheet.

Your help in providing this research information is appreciated.

Yours truly,

Charles W Brewster

CHARLES W. BREWSTER,
Principal,
Cariboo College.

/bas

douglas college

Mail correspondence to:
PO Box 2503
New Westminster
British Columbia
Canada, V3L 5B2

January, 1981

CAREER/TECHNICAL PROGRAM STUDENT FOLLOW-UP

The research study being undertaken by B.C. Research on behalf of the Academic Council of British Columbia has the full support and endorsement of Douglas College. The results of the study, when assembled and published, will provide valuable research data for the province's post-secondary educational system. For that reason, may I encourage you to respond honestly and thoughtfully to the enclosed information sheet.

Your help in providing this research information is much appreciated.

Yours truly,

R. H. Pridham, Ph.D.
Interim College President



Campus locations:

8th Ave. & McBride Blvd.
New Westminster, B.C.
*Telephone 521-4851*

9260-140th Street
Surrey, B.C.
*Telephone 588-4411*

5840 Cedarbridge Way
Richmond, B.C.
*Telephone 273-5461*

13479-77th Avenue
Surrey (Newton), B.C.
*Telephone: 591-1111*

5950 Glover Rd.
Langley, B.C.
*Telephone: 530-7391*

11715-224th Street
Maple Ridge
*Telephone: 467-6811*

314 Agnes Street
New Westminster, B.C.
*Telephone: 524-0371*

1100 Winslow Avenue
Coquitlam, B.C.
*Telephone: 939-6611*

malaspina college

900 - 5th Street, Nanaimo, B.C., V9R 5S5 Telephone 753-3245

January, 1981

Dear Former Malaspina Career/Technical Student:

CAREER/TECHNICAL PROGRAM STUDENT FOLLOW UP

The research study being undertaken by B.C. Research on behalf of the Academic Council of British Columbia has the full support and endorsement of Malaspina College. The results of the study, when assembled and published, will provide valuable research data for the province's post-secondary educational system. For that reason, may I encourage you to respond honestly and thoughtfully to the enclosed information sheet.

Your help in providing this research information is much appreciated.

Yours truly,

G.A.R. Sylvester
President

okanagan college 1000 KLO Road, Kelowna, B.C. V1Y 4X8 Telephone 762-5445

January, 1981

CAREER/TECHNICAL PROGRAM STUDENT FOLLOW-UP

The research study being undertaken by B.C. Research on behalf of the Academic Council of British Columbia has the full support and endorsement of Okanagan College. The results of the study, when assembled and published, will provide valuable research data for the province's post-secondary educational system. For that reason, may I encourage you to respond honestly and thoughtfully to the enclosed information sheet.

Your help in providing this research information is much appreciated.

Yours truly,

W.D. Bowering

W. D. Bowering
Chairman, Senior Management
Committee

Enc.



CENTRES IN • REVELSTOKE • KELOWNA • SALMON ARM • SUMMERLAND • ARMSTRONG • PENTICTON • VERNON • OSOYOOS

FRASER VALLEY COLLEGE

December, 1980

CAREER/TECHNICAL PROGRAM STUDENT FOLLOW-UP

The research study being undertaken by B.C. Research on behalf of the Academic Council of British Columbia has the full support and endorsement of Fraser Valley College. The results of the study, when assembled and published, will provide valuable research data for the province's post-secondary educational system. For that reason, may I encourage you to respond honestly and thoughtfully to the enclosed information sheet.

Your help in providing this research information is much appreicated.

Yours truly,

Barry Moore

B. D. Moore,
Principal

BDM/ms

Cranbrook, B.C., Box 8500, V1C 5L7 ..... Phone 489-2751
Creston, B.C., Box 1978, V0B 1G0..... Phone 428-5332
Elkford, B.C., Box 700, V0B 1H0 ..... Phone 865-7610
Fernie, B.C., Box 1770, V0B 1M0 ..... Phone 423-4691
Golden, B.C., Box 376, V0A 1H0 ..... Phone 344-5901
Invermere, B.C., Box 980, V0A 1K0 ..... Phone 342-3210
Jaffray, B.C., Box 89, V0B 1T0 ..... Phone 429-3312
Kimberley, B.C., Box 8, V1A 2Y5 ..... Phone 427-4391
Sparwood, B.C., Box 1628, V0B 2G0 ..... Phone 425-2417

*East Kootenay Community College*



Re: CAREER/TECHNICAL PROGRAM STUDENT FOLLOW-UP

We at East Kootenay Community College want to thank you for taking the courses you did from us. We appreciate you choosing our offerings as a means of satisfying your needs.

Now we come to you and ask for your assistance so that we can plan carefully for the future. You have received the training we offer and now are in a unique position to assess its strong and weak points. I'm asking you therefore, to take the time necessary to complete this questionnaire so that those students whom we serve in the future, will be benefited.

Thank you for your effort, and we'll value your input.

Sincerely

D. L. Ball

Dr. D.L. Ball
Principal

NORTHERN LIGHTS COLLEGE
SERVING NORTHEASTERN BRITISH COLUMBIA

11401 - 8th Street
Dawson Creek, B.C.
V1G 4G2
January 1981

CAREER/TECHNICAL PROGRAM STUDENT FOLLOW-UP

The research study being undertaken by B.C. Research on behalf of the Academic Council of British Columbia has the full support and endorsement of Northern Lights College. The results of the study, when assembled and published, will provide valuable research data for the province's post-secondary educational system. For that reason, may I encourage you to respond honestly and thoughtfully to the enclosed information sheet.

Your help in providing this research information is much appreciated.

Yours truly,

J.B. Kassen
Chief Executive Officer

☐ QUEEN CHARLOTTE ISLANDS
C/O School District No. 50
P.O. Box 69
Queen Charlotte City, B.C.
V0T 1S0
Telephone 559-4249

☐ PRINCE RUPERT
820 W. 3rd Avenue
Prince Rupert, B.C.
V8J 3S1
Telephone 624-6054

☐ TERRACE
5331 McConnell Avenue
P.O. Box 726
Terrace, B.C.
V8G 4C2
Telephone 635-6511
Telex 047-88570

☐ KITIMAT
606 City Centre
Kitimat, B.C.
V8C 2N2
Telephone 632-4766

☐ NISGHA
General Delivery
C/O School District No. 92
New Aiyansh, B.C.
V0J 1A0
Telephone 633-2228

☐ SMITHERS
P.O. Box 3606
1070 Main Street
Smithers, B.C.
V0J 2N0
Telephone 847-4461

☐ STEWART
C/O Stewart
Secondary School
P.O. Box 456
Stewart, B.C.
V0T 1W0
Telephone 636-2238

☐ HOUSTON
3611 - 10th Street
P.O. Box 1277
Houston, B.C.
V0J 1Z0
Telephone 845-7266

☐ UPPER SKEENA
P.O. Box 338
Hazelton, B.C.
V0J 1Y0
Telephone 842-5291


# NORTHWEST COMMUNITY COLLEGE

January, 1981

The research study being undertaken by B. C. Research on behalf of the Academic Council of British Columbia has the full support and endorsement of Northwest Community College. The results of the study, when assembled and published, will provide valuable research data for the province's post-secondary educational system. For that reason, may I encourage you to respond honestly and thoughtfully to the enclosed information sheet.

Your help in providing this research information is much appreciated.

Yours truly

D. V. George
Principal

/b

BCIT
BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY
3700 WILLINGDON AVENUE, BURNABY, BRITISH COLUMBIA, CANADA, V5G 3H2, AREA CODE (604) 434-5734

January 1981

SUBJECT: CAREER/TECHNICAL PROGRAMME STUDENT FOLLOW-UP

The Academic Council of British Columbia has sponsored a Student Follow-Up Study in cooperation with B. C. Research and BCIT. The results on this study, when assembled and published, will provide fundamental information about the province's Post Secondary Education in the area of Career/Technical education. For that reason, BCIT is participating in this project and I want to encourage you to respond as thoroughly and thoughtfully as possible to the enclosed questionnaire.

Your help in this matter is greatly appreciated.

Yours truly,

Gordon A. Thom
President

GAT/BG/skw

attach.

APPENDIX D.3: Post Card Reminder - second mailing

CAREER/TECHNICAL PROGRAM STUDENT FOLLOW-UP

Several days ago we mailed to you an information sheet for your completion. This was part of a research study being undertaken by B.C. Research on behalf of the Academic Council of British Columbia and post-secondary institutions throughout the province.

If you have completed and returned this information sheet we "thank you".

If you have not as yet returned the completed form we would appreciate you doing so within the next two days.

Thank you,

B.C. RESEARCH

Glen C. Forrester

B.C. RESEARCH

3650 Wesbrook Mall
Vancouver, Canada
V6S 2L2

APPENDIX D.4: B.C. Research Letter - third mailing

B.C. RESEARCH

3650 Wesbrook Mall, Vancouver, Canada V6S 2L2

Phone (604) 224-4331 • Cable 'RESEARCHBC' • Telex 04-507748

March, 1981

CAREER/TECHNICAL PROGRAM STUDENT FOLLOW-UP

Three weeks ago we mailed to you an information sheet as part of a research study of post-secondary institutions in British Columbia. According to our records, we have not yet received your completed form. If you have just mailed your return, we "thank you" for your co-operation. If you have not yet done so, we ask that you take a few minutes now to complete the form. In case you never received our initial mailing, we are enclosing a duplicate copy.

This information sheet is being sent to you because you were recently enrolled on a Career/Technical program in a post-secondary institution in British Columbia. Students from post-secondary institutions throughout the province are receiving these forms as part of a research study being undertaken by B.C. Research on behalf of the Academic Council of British Columbia.

When completing this information sheet, remember that your reply will be treated confidentially. Results will be given out for groups of students only; no individuals will be identified in any reports produced. As in previous studies, all respondents will be mailed a summary of the results from this project. Please use the postage-paid return envelope provided.

Yours truly,

B.C. RESEARCH

Glen C. Forrester

Glen C. Forrester
Program Manager
Educational Planning & Research

GCF:cs
encl.

P.S. : Would you please return your completed information sheet within the next 3 days.
Thank you

APPENDIX D.5: Student Feedback Letter and Abridged Summary

B.C. RESEARCH

3650 Wesbrook Mall, Vancouver, Canada V6S 2L2

Phone (604) 224-4331 • Cable 'RESEARCHBC' • Telex 04-507748

September, 1981

Career/Technical Program Student Follow-Up

Thank you for your assistance.

You may recall that in March of this year you completed an Information Sheet as part of a province-wide study of career/technical students. Along with some 5,200 other students, you supplied us with information that has been useful in the research project. The final report has now been written and submitted to the Academic Council of British Columbia and to each of the post-secondary institutions.

Many of those responding indicated they would like to hear some of the results of the study. With this in mind, we have enclosed a 2 page summary of the findings. We hope that this brief report on the study will in some way compensate for the time and effort which you devoted to completing the original questionnaire.

If you wish more detailed information on the study results, may we suggest you contact the principal of your nearest post-secondary institution.

Once again, thank you for your participation.

Yours truly,

B.C. RESEARCH

Glen C. Forrester

Glen C. Forrester
Manager
Educational Planning & Research

GCF:ll

Encl.



Technical Operation of the BRITISH COLUMBIA RESEARCH COUNCIL, a Non-profit Industrial Research Society

# A FOLLOW-UP STUDY OF CAREER/TECHNICAL STUDENTS FROM THE BRITISH COLUMBIA COMMUNITY COLLEGES AND INSTITUTES

## AN ABRIDGED SUMMARY

This summary is an abridged review of the original research report. It nas been sent to you to provide some feedback in return for your involvement by responding to the Information Sheet.

All of the province's community colleges and the British Columbia Institute of Technology provided the needed data for the research team to conduct the study. This gave students the opportunity to express their views about the career/technical education they had received. A number of the respondents took the opportunity to also write comments about their post-secondary experience. Many individuals remarked that their views on their education had rarely, if ever, been solicited before this time and they appreciated the opportunity to respond. While some criticized either the idea or the format of the questionnaire, the great majority of comments were positive toward tne study.

Results from the study indicate that former career/technical students in British Columbia are interested in, and concerned about, the post-secondary education they receive. Of those receiving the questionnaire, 5,230 (57%) responded. This response rate is higher than the average for similar studies conducted throughout North America.

### General Observations

Career/technical students bring many different backgrounds to their study programs. Wide variations in age, educational background, work experience, educational goals and pattern of attendance were observed in the student population. Similarly, their occupational choices after college and their intentions with regard to further education are mixed.

These students are job oriented and, while not always completing all of the courses or requirements of the program as originally intended, most former students are currently employed with a considerable number placed in occupational fields related to their training program.

### Highlights

Greater opportunities for part-time enrolment are needed in many programs and at many of the institutions. The high level of interest by adult age (25 and older) students in upgrading job skills suggests that certain colleges might re-examine their priorities and provide greater opportunities in this area.

Easy and convenient access is an important aspect of career/technical education. In every college, the location of the institution near to the students' home was the most important factor in choosing an institution. Only for BCIT students was this characteristic not dominant. It is desirable to locate career/technical programs in local colleges throughout the province, despite, perhaps, the financial implications occurred.

In terms of transferability of course credit among institutions, greater efforts in coordinating the very complex provincial system of education are overdue.

The employment record of students from career/technical programs is impressive. While variations do exist among institutions and among programs, the rate of employment of career/technical students from colleges is around 80 percent, with BCIT students approximately 90 percent.

While females generally found a better "match" between their training program and their particular job, on several other counts they did not fare as well as males. The full-time employment rate of males (77%) was considerably higher than for females (60%). Women were engaged in Clerical occupations at a five to one ratio over males. At the same time, males dominated in Science/Engineering, Product Fabricating and Sales related occupations. While 30 percent of the males reported salaries of less than $1,400 per month, the equivalent figure for females was over 60 percent.

One-half of the college students stated they had not completed all of the courses which they intended to take. The reasonably high percentages of students, particularly college age (18-24), who found the program "not as expected" or "changed career goals" suggests the need for more intensive admission counselling and program information being made available before students begin a career/technical program.

Career/technical students demanded quality teaching. However, they also expected faculty to bring relevant and up-to-date experience from business and industry. The institutions must continue to give the highest priority to instructor competence. The twin issues of teaching ability and current technical skills are critical for career/technical faculty. Creative approaches to both by administration are essential.

Students appear to expect higher, not relaxed, standards and view these as essential in the preservation of an institution's reputation. While reputations do exist, they are clearly fragile and demand constant attention from all concerned if they are to survive.

A large majority of students reported an intention to continue study, either in their field of training or in other areas. Post-secondary institutions will obviously be required to plan even more intensively for students in this lifelong education category and the planning will demand high levels of imagination in curriculum design, work-study and cooperative programming, occupational upgrading and personal development programs.

## In Conclusion

The conclusions drawn from the data emphasize the need for educational institutions to monitor the changing student clientele and the kinds and conditions of the experiences which these students will require. The colleges emerged as very much community institutions, drawing from and placing students within their regions. The consequent need to respond to the occupational profiles of their communities must continue to be of highest priority to the colleges.

Finally, the results of the study reflect the values of regular and structured monitoring of career/technical programs. With the rapid evolution of our technological society, the planning techniques of yesterday will no longer guarantee success tomorrow. Nowhere is this phenomenon more critical than for the institutions which supply the skilled workforce for the new technological society.

# APPENDIX E

## QUESTIONNAIRES USED

1. Information Sheet - Career/Technical Program

   Student Follow-Up

2. Vancouver Community College Instruments

   - Graduate Follow-Up
   - Food Services Graduates Follow-Up
   - Discontinuant Follow-Up

INFORMATION SHEET

# CAREER/TECHNICAL PROGRAM STUDENT FOLLOW-UP

Series C7938102m

**SECTION A** **EVERYONE PLEASE ANSWER THE QUESTIONS IN THIS SECTION.**

1. DURING YOUR ENROLMENT AT YOUR POST-SECONDARY INSTITUTION IN 1979-1980 WERE YOU PRIMARILY:

1 ☐ a full-time student?
2 ☐ a part-time student?

(1)

2. WHAT WAS YOUR MAIN OBJECTIVE FOR ATTENDING YOUR POST-SECONDARY INSTITUTION? (Check one)

01 ☐ to learn the skills needed for a job
02 ☐ to complete certification requirements
03 ☐ to improve existing job skills
04 ☐ to decide on a career
05 ☐ to study until a job became available
06 ☐ for personal interest
07 ☐ to transfer to a technical institute
08 ☐ to transfer to a university

(2-3)

3. HAVE YOU MET YOUR MAIN OBJECTIVE FOR ATTENDING A POST-SECONDARY INSTITUTION? (Check one)

1 ☐ yes
2 ☐ no
3 ☐ no, but still hope to do so in the future
4 ☐ no, but have changed my objective to one I feel is more appropriate

(4)

4. WHEN CONSIDERING YOUR CHOICE OF A POST-SECONDARY INSTITUTION, WERE ANY OF THE FOLLOWING FACTORS IMPORTANT? (Check as many as apply)

1 ☐ teaching reputation
2 ☐ institution reputation
3 ☐ low tuition
4 ☐ close to home
5 ☐ friend going
6 ☐ offers financial aid
7 ☐ intellectual environment
8 ☐ good physical facilities
9 ☐ parental advice
10 ☐ advice of spouse
11 ☐ secondary school counsellor's or teacher's advice
12 ☐ only institution offering program wanted
13 ☐ refused admittance to first choice institution
14 ☐ opportunity for local employment after leaving the institution
15 ☐ the institution was there!

(5-19)

5. DID YOU HAVE ANY "WORK EXPERIENCE" RELATED TO YOUR POST-SECONDARY TRAINING PRIOR TO ENROLLING IN THE PROGRAM? (Check one)

1 ☐ none
2 ☐ less than 1 year or casual employment only
3 ☐ 1 to 2 years
4 ☐ 3 years or more

6. WHAT WAS YOUR EDUCATIONAL GOAL IN ATTENDING YOUR POST-SECONDARY INSTITUTION? (Check **one**)

1 ☐ to take one or two courses without intending to complete a full program
2 ☐ to take background courses to prepare for a career/technical program
3 ☐ to complete a career/technical program on a part-time basis
4 ☐ to complete a career/technical program on a full-time basis

(21)

7. WHICH OF THE FOLLOWING STATEMENTS APPLIES TO YOU? (Check one)

1 ☐ have received my graduation certificate or diploma
2 ☐ have completed all course requirements for graduation but have not applied for my certificate or diploma
3 ☐ have completed all the courses I was intending to take
4 ☐ have not completed all the courses I was intending to take

(22)

8. IF YOU DID NOT COMPLETE ALL THE COURSE REQUIREMENTS FOR GRADUATION, INDICATE THE MAJOR REASONS (Check as many as apply)

1 ☐ not applicable since I have completed all course requirements for graduation
2 ☐ have met my objectives for enrolling
3 ☐ found employment
4 ☐ lacked adequate finances
5 ☐ family obligations
6 ☐ employment opportunities for graduates seemed poor
7 ☐ found courses too difficult
8 ☐ dissatisfied with the institution
9 ☐ courses not challenging
10 ☐ program not what I thought it would be
11 ☐ change of career goals
12 ☐ wanted to take a program not offered at my original institution

(23-34)

9. WHICH ONE OF THE FOLLOWING OBJECTIVES FOR ATTENDANCE AT A POST-SECONDARY INSTITUTION DO YOU CONSIDER TO BE MOST IMPORTANT? (Check one)

1 ☐ to acquire certain knowledge and techniques applicable to a vocation or field of special interest
2 ☐ to acquire and use skills and habits involved in critical and constructive thinking
3 ☐ to attain a satisfactory emotional and social adjustment
4 ☐ to develop a broad general outlook and familiarity with a variety of subjects

(35)

10. SINCE LEAVING YOUR POST-SECONDARY INSTITUTION DID YOU SEEK EMPLOYMENT RELATED TO YOUR TRAINING?

1 ☐ not applicable since still attending my post-secondary institution
2 ☐ yes
3 ☐ no

(36)

11. IF YOU ARE CURRENTLY ATTENDING A POST-SECONDARY INSTITUTION, EITHER FULL-TIME OR PART-TIME, PLEASE INDICATE WHICH INSTITUTION.

(name of institution) _____

(37-38)

12. WHICH ONE OF THE FOLLOWING BEST DESCRIBES WHAT YOU ARE NOW DOING (Check one)

01 ☐ employed: full-time (30 hours or more per week)
02 ☐ employed: part-time (less than 30 hours per week)
03 ☐ employed and taking education or training (full or part-time)

04 ☐ full-time student
05 ☐ part-time student (but not employed)
06 ☐ full-time household/family duties
07 ☐ presently unemployed, but seeking a job
08 ☐ presently unemployed, and not seeking a job

NOTE
- IF YOUR ANSWER TO QUESTION 12 was 04, 05 06, 07 or 08 PLEASE SKIP TO QUESTION 23.
- IF YOUR ANSWER TO QUESTION 12 WAS 01, 02, or 03 PLEASE CONTINUE WITH QUESTION 13.

(39-40)

**SECTION B IF YOU ARE PRESENTLY EMPLOYED PLEASE ANSWER THE QUESTIONS IN THIS SECTION, OTHERWISE SKIP TO QUESTION 23.**

13. HOW LONG DID IT TAKE YOU TO FIND YOUR PRESENT JOB AFTER LEAVING YOUR POST-SECONDARY INSTITUTION? (Check one)

1 ☐ not applicable since still attending my institution
2 ☐ already working in my job while enrolled at my institution
3 ☐ found job before leaving my institution
4 ☐ less than one month
5 ☐ 1 to 4 months
6 ☐ 5 to 8 months
7 ☐ more than 8 months

(41)

14. WHERE IS THE LOCATION OF YOUR PRESENT JOB? (Check one)

01 ☐ Peace River and Northeast B.C.
02 ☐ Northwest B.C.
03 ☐ Central Coast (Sechelt to Prince Rupert)
04 ☐ Okanagan
05 ☐ Kootenays
06 ☐ Central B.C. (Merrit to Prince George)
07 ☐ Vancouver Island
08 ☐ Lower Mainland (including Vancouver)
09 ☐ Fraser Valley
10 ☐ in Canada but outside B.C.
11 ☐ outside Canada

(42-43)

15. HOW DID YOU FIND YOUR PRESENT JOB? (Check one)

01 ☐ had job before attending my institution and continued in it
02 ☐ on campus Canada Employment Centre (formerly Manpower)
03 ☐ through practicum, clinical, or work experience taken as part of program
04 ☐ union or professional organization
05 ☐ newspaper ad
06 ☐ found the job on my own
07 ☐ instructor referral
08 ☐ referral by friend or relative
09 ☐ other (indicate) _____

(44-45)

16. HOW USEFUL WAS YOUR POST-SECONDARY TRAINING IN GETTING YOUR PRESENT JOB? (Check one)

1 ☐ not useful at all
2 ☐ of very little use
3 ☐ useful to some extent
4 ☐ very useful
5 ☐ could not have got the job without it

(46)

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17. IN WHAT KIND OF BUSINESS OR INDUSTRY IS YOUR PRESENT JOB? (e.g. retail drugs, grain farming, banking, computer equipment, etc.)

(Please specify) _____

(47-50)

18. WHAT IS YOUR PRESENT OCCUPATION, OR WHAT KIND OF WORK DO YOU DO? (e.g. office clerk, salesperson, auto mechanic, electronics technologist, graduate nurse, etc.)

(Please specify) _____

(51-54)

19. HOW USEFUL HAS YOUR TRAINING BEEN TO YOU IN PERFORMING YOUR PRESENT JOB? (Check one)

1 ☐ very useful
2 ☐ useful to some extent
3 ☐ not useful at all

(55)

20. HOW RELATED IS YOUR PRESENT JOB TO YOUR TRAINING? (Check one)

1 ☐ definitely related
2 ☐ related to some extent
3 ☐ not related at all

(56)

21. IF THERE IS NO RELATIONSHIP BETWEEN THE PROGRAM WHICH YOU TOOK AT YOUR POST-SECONDARY INSTITUTION AND YOUR PRESENT JOB, WHAT IS THE REASON? (Check as many as apply)

1 ☐ not applicable since there is some relationship between program and job
2 ☐ could not find a job related to my training
3 ☐ could not find a related job without leaving my community
4 ☐ better pay in present job than in a related job
5 ☐ better opportunity for advancement than in a related job
6 ☐ did not want to work in a job related to my training
7 ☐ my training was inadequate

(57-63)

22. WHAT IS YOUR PRESENT SALARY BEFORE DEDUCTIONS? (Check one)

1 ☐ less than $1000 per month
2 ☐ $1000 to $1399 per month
3 ☐ $1400 to $1799 per month
4 ☐ $1800 or more per month

(64)

**SECTION C EVERYONE PLEASE ANSWER THE QUESTIONS IN THIS SECTION.**

23. IF YOU ARE PRESENTLY NOT EMPLOYED WHAT IS THE MAJOR REASON? (Check one)

01 ☐ not applicable since I am employed
02 ☐ have not looked for a job
03 ☐ salary too low in jobs available
04 ☐ laid off from previous job
05 ☐ there are no openings in the field for which I am trained
06 ☐ have not completed the program which would qualify me for a job in my field
07 ☐ unable to obtain required license, trade certificate or union membership
08 ☐ I am still at school
09 ☐ full-time household/family duties

(65-66)

24. WOULD YOU BE WILLING TO MOVE TO ANOTHER COMMUNITY TO GET A JOB IN THE FIELD FOR WHICH YOU WERE TRAINED? (Check one)

1 ☐ not applicable since I already have a job in my field of training
2 ☐ yes
3 ☐ yes, depending on where
4 ☐ no

(67)

25. WITH WHICH OF THE FOLLOWING STATEMENTS ABOUT POST-SECONDARY INSTITUTIONS DO YOU AGREE? (Check one box for each statement)

| | Agree 1 | Dis-agree 2 | No Opinion 3 |
|---|---|---|---|
| 1 Tuition fees are low | ☐ | ☐ | ☐ |
| 2 Quality of teaching is high | ☐ | ☐ | ☐ |
| 3 Student counselling services are effective | ☐ | ☐ | ☐ |
| 4 Career counselling services are readily available | ☐ | ☐ | ☐ |
| 5 Admission requirements are reasonable | ☐ | ☐ | ☐ |
| 6 The mix of students (age, background) is a positive factor | ☐ | ☐ | ☐ |
| 7 Post-secondary institutions are concerned about the needs of students | ☐ | ☐ | ☐ |
| 8 Classes are of reasonable size | ☐ | ☐ | ☐ |
| 9 Equipment and facilities are up-to-date | ☐ | ☐ | ☐ |
| 10 I could continue to live in my own community while attending post-secondary education | ☐ | ☐ | ☐ |
| 11 Post-secondary institutions provide the opportunity to attend part-time and in the evening | ☐ | ☐ | ☐ |
| 12 Post-secondary institutions provide an interesting learning environment | ☐ | ☐ | ☐ |

(68-79)

26. WHICH OF THE FOLLOWING STATEMENTS APPLY TO YOU? (Check as many as appropriate)

1 ☐ I plan to take further education in my field of training
2 ☐ I may take the occasional post-secondary course to keep up-to-date in my field of training
3 ☐ I plan to take further post-secondary education in areas other than my field of training
4 ☐ I may take the occasional post-secondary course for general interest but I am basically finished with my post-secondary education
5 ☐ I do not plan to take any further post-secondary training

(80-84)*

27. YOUR SEX

1 ☐ male
2 ☐ female

(85)

28. YOUR AGE

1 ☐ under 18 years
2 ☐ 18 to 24 years
3 ☐ 25 to 34 years
4 ☐ 35 to 44 years
5 ☐ over 44 years

(86)

YOUR COMMENTS ARE INVITED: (87)

*Thank you for your co-operation. All responses will be kept confidential. Please use the postage-paid return envelope provided.*

for statistical purposes only
№ 07023

Langara Campus

Vancouver Community College

100 West 49th Avenue, Vancouver, B.C. V5Y 2Z6 Telephone 324-5511

Dear Student:

According to our records you recently graduated from a Career program at V.C.C./Langara. While we realize that you are still enrolled in the College, we would like to receive any suggestions you may have for the improvement of the Career program you completed.

It would be greatly appreciated if you would take the time to complete the attached questionnaire. Your answers will be treated as "confidential" and will be used to help us improve your program for future students.

For convenience, an addressed prepaid envelope for the return of the questionnaire has been enclosed. Please assist us by returning the questionnaire as soon as possible.

Thank you!

Yours truly,

J. J. Denholm
Campus Principal

JJD:cd
Enclosures



Continuing Education,
675 West Hastings St., 2nd Floor,
Vancouver, B.C. V6B 1N2
Telephone 688-1111

King Edward Campus,
2750 Oak Street,
Vancouver, B.C. V6H 3N2
Telephone 731-4614

Vancouver Vocational Institute,
250 West Pender Street,
Vancouver, B.C. V6B 1S9
Telephone 681-8111

College Board and
Central Administration,
675 West Hastings St., 2nd Floor,
Vancouver, B.C. V6B 1N2
Telephone 688-1111

Langara Campus

Vancouver Community College

100 West 49th Avenue, Vancouver, B.C. V5Y 2Z6 Telephone 324-5511

Dear Student,

Three weeks ago we mailed you a questionnaire as part of a regular follow-up of all our Career program graduates. According to our records we have not yet received your completed form. If you have just mailed your form, thank you! If you have not yet done so, please take a few minutes to do so. In case you never received your initial mailing, a duplicate copy is enclosed.

While we realize that you are still enrolled in the College, we would like to receive any suggestions you have for the improvement of the Career program you completed. Remember, your answers will be treated as confidential and will be used to help us improve your program for future students. Please return the questionnaire in the addressed, prepaid envelope enclosed.

Thank you!

Yours truly,

J.J. Denholm
Campus Principal

JJD/SP

P.S.

I know that it is easy to put off filling in a questionnaire, but we need ... & would appreciate ... hearing your point of view. Please do respond! Thanks!

JJD

Continuing Education,
675 West Hastings St., 2nd Floor,
Vancouver, B.C. V6B 1N2
Telephone 688-1111

King Edward Campus,
2750 Oak Street,
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Vancouver, B.C. V6B 1N2
Telephone 688-1111

# VCC/LANGARA GRADUATE FOLLOW-UP

1:8 [ | | | | | | | | | ]

## SECTION A - PLEASE COMPLETE THIS SECTION

1:14 [ | | | | | ]

1. What was your main objective for enrolling in your VCC/Langara program? (Please check one):

2:27
- 1___ to learn the skills needed for a job
- 2___ to improve existing job skills
- 3___ to decide on a career
- 4___ to study until a job became available
- 5___ for personal interest
- 6___ to prepare for advanced or specialized education
- 7___ no main objective
- 8___ other (Please specify) _____

2. To what extent have you met this main objective? (Please check one):

2:28
- 1___ definitely met my main objective
- 2___ have met it to some extent
- 3___ have not met it at all
- 4___ have not met it at all, but still hope to do so in the future
- 5___ have not met it at all, but have changed my objective to one I feel is more appropriate

3. Since graduating, have you looked for work related to your VCC/Langara training?

2:29 Yes ____ (1) No ____ (2)

4. If you have, where did you seek it? (Please check all that apply):

2:30
- 1___ Vancouver

2:31
- 2___ Lower Mainland (Other than Vancouver)

2:32
- 3___ B.C. (other than Lower Mainland)

2:33
- 4___ elsewhere (please specify) _____

5. Were you employed in a field related to your VCC/Langara training prior to enrolling?

2:34 Yes ____ (1) No ____ (2)

6. Please indicate your present main activity. (Please check one):

2:35
- 1___ employed as an apprentice
- 2___ employed full-time as a regular employee (35 hours/week or more)
- 3___ employed part-time as a regular employee (less than 35 hours/week)
- 4___ employed and taking education or training (full- or part-time)
- 5___ student
- 6___ unemployed, but looking for work (PROCEED TO SECTION D)
- 7___ keeping house full-time
- 8___ other (please specify) _____

SECTION B - IF ONE OF YOUR MAIN ACTIVITIES AT PRESENT IS AS A STUDENT, PLEASE COMPLETE THIS SECTION

7. Please provide the following information:

2:36-37 _____ [ | | | | ]
Name of Institution enrolled at

_____ [ | | | | | ]
Main field of study

2:39-42

8. How related is your present main field of study to your VCC/Langara training? (Please check one):

2:43
1 ___ definitely related
2 ___ related to some extent
3 ___ not related at all (PROCEED TO SECTION D)

9. Were all the related courses you took at VCC/Langara accepted for transfer credit at your current institution?

2:44 Yes ___ (1) No ___ (2)

10. How well did the program you completed at VCC/Langara prepare you for your present main field of study? (Please check one):

2:45
1 ___ preparation was excellent
2 ___ preparation was good in all areas
3 ___ preparation was good in some areas only
4 ___ preparation was fair, but all areas could have been better
5 ___ preparation was inadequate

SECTION C - IF EMPLOYMENT IS ONE OF YOUR MAIN ACTIVITIES AT PRESENT, PLEASE COMPLETE THIS SECTION

11. How related is your present job to your VCC/Langara training? (Please check one):

2:46
1 ___ present job is definitely related (PROCEED TO QUESTION 13)
2 ___ present job is related to some extent (PROCEED TO QUESTION 13)
3 ___ it is not related at all

12. If your job is not related to your VCC/Langara training, please indicate the reason. (Please check all that apply):

2:47
2:48
2:49
1 ___ could not find a job related to my training
2 ___ could not find a job related to my training without leaving the Lower Mainland
2:50
3 ___ better pay in present job than in a job related to my training
2:51
4 ___ better opportunities for advancement than in related job
2:52
5 ___ did not want to work in a job related to my training
2:53
6 ___ training was inadequate
7 ___ other (please specify) _____

(PROCEED TO SECTION D)

2:54-55 13. How long did it take you after graduation to find your present job? ____ ____

14. How did you find your present job? (Please check one):

2:56
1___ had job before attending and continued in it
2___ on-campus Canada Employment Centre (formerly Manpower)
3___ through practicum, clinical, or other work experience taken as part of the program
4___ union or professional organization
5___ newspaper ad
6___ found the job on my own
7___ instructor
8___ friends or relatives
9___ other (please specify) _____

15. How useful has your VCC/Langara training been to you in performing your job? (Please check one):

2:57
1___ it has been very useful on the job
2___ it has been useful to some extent on the job
3___ it has not been useful at all on the job

3:58-61 16. What is your present monthly salary before deductions? _____

17. We periodically survey employers of our graduates to obtain their suggestions for improving our program. If we may contact your employer so that he/she may participate in such a survey, please provide the following information:

4:16-19 _____
4:20-23 Name of Company or Firm (If self-employed, write "self")

_____ Your Job Title

_____ Name of Immediate Supervisor

_____ His/Her Job Title

4:24-25 _____ Address of Company or Firm

SECTION D - PLEASE COMPLETE THIS SECTION

18. For each of the following aspects, please indicate your opinion regarding the program you completed at VCC. (Please circle):

| | | | | | about right | | | |
|---|---|---|---|---|---|---|---|---|
| 4:26 | a) The overlapping of subjects/skill areas was | too little | 1 | 2 | 3 | 4 | 5 | too much |
| 4:27 | b) The program was | too long | 1 | 2 | 3 | 4 | 5 | too short |



cont./..

18. (cont.)

| | | | | about right | | | |
|---|---|---|---|---|---|---|---|
| 4:28 | c) The focus of the program was | too theor-etical | 1 | 2 | 3 | 4 | 5 | too prac-tical |
| 4:29 | d) The program was | too unstruc-tured | 1 | 2 | 3 | 4 | 5 | too struc-tured |
| 4:30 | e) The opportunities provided by the program for practical experience were | too many | 1 | 2 | 3 | 4 | 5 | too few |
| 4:31 | f) The utilization of guest speakers in the program was | too frequent | 1 | 2 | 3 | 4 | 5 | too seldom |

19. Which of the subjects you took at VCC/Langara have been of most value to you?

| Subject / Skill Area | Reason |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

20. Which of the subjects you took at VCC/Langara have been of least value to you?

| Subject / Skill Area | Reason |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

21. Based on your experience to date, in what areas do you plan to upgrade your skills?

22. Overall, how worthwhile has your VCC/Langara training been? (Please check one):

4:34
1 ___ definitely worthwhile
2 ___ worthwhile to some extent
3 ___ not worthwhile at all

23. Based on your experience, how could the program be improved?

24. General comments if any:

*- Thank you -*

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# VCC/LANGARA FOOD SERVICES GRADUATE FOLLOW-UP

1-8 ☐☐☐☐☐☐☐☐

9-14 ☐☐☐☐☐☐

## SECTION A - PLEASE COMPLETE THIS SECTION

1. What was your main objective for enrolling in your VCC/Langara program? (Please check one):

2:27
- 1___ to learn the skills needed for a job
- 2___ to improve existing job skills
- 3___ to decide on a career
- 4___ to study until a job became available
- 5___ for personal interest
- 6___ to prepare for advanced or specialized education
- 7___ no main objective
- 8___ other (Please specify) _____

2. To what extent have you met this main objective? (Please check one):

2:28
- 1___ definitely met my main objective
- 2___ have met it to some extent
- 3___ have not met it at all
- 4___ have not met it at all, but still hope to do so in the future
- 5___ have not met it at all, but have changed my objective to one I feel is more appropriate

3. Since graduating, have you looked for work related to your VCC/Langara training?

2:29 Yes ___1___ No ___2___

4. If you have, where did you seek it? (Please check all that apply):

2:30
2:31
2:32
2:33
- 1___ Vancouver
- 2___ Lower Mainland (Other than Vancouver)
- 3___ B.C. (other than Lower Mainland)
- 4___ elsewhere (please specify) _____

5. Were you employed in a field related to your VCC/Langara training prior to enrolling?

2:34 Yes ___1___ No ___2___

6. Please indicate your present main activity. (Please check one):

2:35
- 1___ employed as an apprentice
- 2___ employed full-time as a regular employee (35 hours/week or more)
- 3___ employed part-time as a regular employee (less than 35 hours/week)
- 4___ employed and taking education or training (full- or part-time)
- 5___ student
- 6___ unemployed, but looking for work (PROCEED TO SECTION D)
- 7___ keeping house full-time
- 8___ other (please specify) _____

page 2/..

SECTION B - IF ONE OF YOUR MAIN ACTIVITIES AT PRESENT IS AS A STUDENT, PLEASE COMPLETE THIS SECTION

7. Please provide the following information:

Q:36-38 _____ [ ][ ][ ]
Name of institution enrolled at

Q:39-42 _____ [ ][ ][ ][ ]
Main field of study

8. How related is your present main field of study to your VCC/Langara training? (Please check one):

Q:43
1 ___ definitely related
2 ___ related to some extent
3 ___ not related at all (PROCEED TO SECTION D)

9. Were all the related courses you took at VCC/Langara accepted for transfer credit at your current institution?

Q:44
Yes ___ 1 No ___ 2

10. How well did the program you completed at VCC/Langara prepare you for your present main field of study? (Please check one):

Q:45
1 ___ preparation was excellent
2 ___ preparation was good in all areas
3 ___ preparation was good in some areas only
4 ___ preparation was fair, but all areas could have been better
5 ___ preparation was inadequate

SECTION C - IF EMPLOYMENT IS ONE OF YOUR MAIN ACTIVITIES AT PRESENT, PLEASE COMPLETE THIS SECTION

11. How related is your present job to your VCC/Langara training? (Please check one):

Q:46
1 ___ present job is definitely related (PROCEED TO QUESTION 13)
2 ___ present job is related to some extent (PROCEED TO QUESTION 13)
3 ___ it is not related at all

12. If your job is not related to your VCC/Langara training, please indicate the reason. (Please check all that apply):

Q:47 1 ___ could not find a job related to my training
Q:48 2 ___ could not find a job related to my training without leaving the Lower Mainland
Q:49 3 ___ better pay in present job than in a job related to my training
Q:50 4 ___ better opportunities for advancement than in related job
Q:51 5 ___ did not want to work in a job related to my training
Q:52 6 ___ training was inadequate
Q:53 7 ___ other (please specify) _____

(PROCEED TO SECTION D)

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2:45-55 13. How long did it take you after graduation to find your present job? ____ ☐☐

14. How did you find your present job? (Please check one):

1 ___ had job before attending and continued in it
2 ___ on-campus Canada Employment Centre (formerly Manpower)
3 ___ through practicum, clinical, or other work experience taken as part of the program
2:56 4 ___ union or professional organization
5 ___ newspaper ad
6 ___ found the job on my own
7 ___ instructor
8 ___ friends or relatives
9 ___ other (please specify) _____

15. How useful has your VCC/Langara training been to you in performing your job? (Please check one):

2:57 1 ___ it has been very useful on the job
2 ___ it has been useful to some extent on the job
3 ___ it has not been useful at all on the job

2:58-61 16. What is your present monthly salary before deductions? ____ ☐☐☐☐

17. Listed below are several aspects of the training you received at V.C.C. Please indicate how often you now use your training on the job and the the extent to which you were adequately prepared for entering your present job.

| | How often do you use your training? (please circle) | | | | | Aspect of Your Training | How adequately prepared were you for entering your job? (Please circle) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Never | | Occasionally | | Very often | Administrative Tasks | Not At All | | To Some Extent | | Definitely | |
| 3:16 | 1 | 2 | 3 | 4 | 5 | Develop and keep up-to-date job descriptions and specifications for all positions. | 1 | 2 | 3 | 4 | 5 | 3:41 |
| 3:17 | 1 | 2 | 3 | 4 | 5 | Interview and select dietetic personnel. | 1 | 2 | 3 | 4 | 5 | 3:42 |
| 3:18 | 1 | 2 | 3 | 4 | 5 | Purchase food, equipment and supplies according to specifications. | 1 | 2 | 3 | 4 | 5 | 3:43 |
| 3:19 | 1 | 2 | 3 | 4 | 5 | Assist in developing specifications for food, small equipment and supplies to assure quality and cost control. | 1 | 2 | 3 | 4 | 5 | 3:44 |
| 3:20 | 1 | 2 | 3 | 4 | 5 | Determine staffing needs. | 1 | 2 | 3 | 4 | 5 | 3:45 |

Cont..

| | How often do you use your training? (please circle) Never | Occasionally | | | Very often | Aspect of Your Training | How adequately prepared were you for entering your job? (Please circle) Not At All | To Some Extent | | | Definitely | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | **Administrative Tasks** | | | | | | |
| 3:21 | 1 | 2 | 3 | 4 | 5 | Develop programs for maintaining acceptable standards of safety, sanitation, maintenance and security. | 1 | 2 | 3 | 4 | 5 | 3:46 |
| 3:22 | 1 | 2 | 3 | 4 | 5 | Develop labour times for production of food items (work schedules). | 1 | 2 | 3 | 4 | 5 | 3:47 |
| 3:23 | 1 | 2 | 3 | 4 | 5 | Maintain an up-to-date knowledge of subject matter through reading, classes and interaction with technical and professional personnel. | 1 | 2 | 3 | 4 | 5 | 3:48 |
| | | | | | | **Clinical Tasks** | | | | | | |
| 3:24 | 1 | 2 | 3 | 4 | 5 | Interpret physician's routine dietary orders and modify diet according to dietary patterns. | 1 | 2 | 3 | 4 | 5 | 3:49 |
| 3:25 | 1 | 2 | 3 | 4 | 5 | Verify accuracy of diet as received by patients. | 1 | 2 | 3 | 4 | 5 | 3:50 |
| 3:26 | 1 | 2 | 3 | 4 | 5 | Instruct patient and family on routine diets. | 1 | 2 | 3 | 4 | 5 | 3:51 |
| 3:27 | 1 | 2 | 3 | 4 | 5 | Take accurate and informative dietary histories. | 1 | 2 | 3 | 4 | 5 | 3:52 |
| 3:28 | 1 | 2 | 3 | 4 | 5 | Plan nutritious, attractive food combinations acceptable to various individuals, families or groups at different economic levels, utilizing knowledge of food composition, flavors, colors, texture, temperatures, shapes and consistency. | 1 | 2 | 3 | 4 | 5 | 3:53 |
| 3:29 | 1 | 2 | 3 | 4 | 5 | Supervise preparation of special diet foods in quantity, and accuracy of ingredients. | 1 | 2 | 3 | 4 | 5 | 3:54 |
| 3:30 | 1 | 2 | 3 | 4 | 5 | Utilize knowledge of food composition in designing dietary plans to meet physiologic needs of individuals and groups throughout the life cycle. | 1 | 2 | 3 | 4 | 5 | 3:55 |
| 3:31 | 1 | 2 | 3 | 4 | 5 | Maintain up-to-date knowledge of subject matter through reading, classes and interaction with technical and professional personnel. | 1 | 2 | 3 | 4 | 5 | 3:56 |

18. We periodically survey employers of our graduates to obtain their suggestions for improving our program. If we may contact your employer so that he/she may participate in such a survey, please provide the following information:

4:16-19 _____ [ ][ ][ ][ ]
Name of Company or Firm
(If self-employed, write "self")

_____ [ ][ ][ ][ ]
Your Job Title

4:20-23

_____
Name of Immediate Supervisor

_____
His/Her Job Title

4:24-25 _____ [ ][ ]
Address of Company or Firm

SECTION D - PLEASE COMPLETE THIS SECTION

19. Which of the subjects you took at V.C.C./Langara have been of most value to you?

| Subject / Skill Area | Reason |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

20. Which of the subjects you took at V.C.C./Langara have been of least value to you?

| Subject / Skill Area | Reason |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

21. Based on your experience to date, in what areas do you plan to upgrade your skills?

22. Overall, how worthwhile has your V.C.C./Langara training been? (Please check one):

4:64

1 ___ definitely worthwhile
2 ___ worthwhile to some extent
3 ___ not worthwhile at all

23. Based on your experience, how could the program be improved?

24. General comments if any:

*- Thank you -*

Langara Campus

Vancouver Community College

100 West 49th Avenue, Vancouver, B.C. V5Y 2Z6 Telephone 324-5511

Dear Former Student,

We are interested in knowing what happens to you once you leave Langara Campus and would appreciate any suggestions you may have for the improvement of your program.

It would be greatly appreciated if you would take the time to complete the attached questionnaire. Your answers will be treated as "confidential" and will be used to help us improve your program for future students.

For convenience, an addressed prepaid envelope for the return of the questionnaire has been enclosed. Please assist us by returning the questionnaire as soon as possible.

Thank you!

Yours truly,

J.J. Denholm
Campus Principal

JJD/SB.

Continuing Education,
675 West Hastings St., 2nd Floor,
Vancouver, B.C. V6B 1N2
Telephone 688-1111

King Edward Campus,
2750 Oak Street,
Vancouver, B.C. V6H 3N2
Telephone 731-4614

Vancouver Vocational Institute,
250 West Pender Street,
Vancouver, B.C. V6B 1S9
Telephone 681-8111

College Board and
Central Administration,
675 West Hastings St., 2nd Floor,
Vancouver, B.C. V6B 1N2
Telephone 688-1111

Langara Campus

Vancouver Community College

100 West 49th Avenue, Vancouver, B.C. V5Y 2Z6 Telephone 324-5511

Dear Former Student,

Three weeks ago we mailed you a questionnaire as part of a regular follow-up of all our former students. According to our records we have not yet received your completed form. If you have just mailed your form, thank you! If you have not yet done so, please take a few minutes to do so. In case you never received your initial mailing, a duplicate copy is enclosed.

We are interested in knowing what happens to you once you leave Langara Campus and would appreciate any suggestions you have for the improvement of your program. Remember, your answers will be treated as confidential and will be used to help us improve your program for future students. Please return the questionnaire in the addressed, prepaid envelope enclosed.

Thank you!

Yours truly,

E.J. Denholm

J.J. Denholm
Campus Principal

JJD/SB.

P.S.

I know that it is easy to put off filling in a questionnaire, but we need ... & would appreciate ... hearing your point of view. Please do respond!

Thanks!
JJD

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Telephone 688-1111

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# LANGARA DISCONTINUANT FOLLOW-UP SURVEY

1-8 ☐☐☐☐☐☐☐☐

## SECTION A - PLEASE COMPLETE THIS SECTION

9-12 ☐☐☐☐

2:23-24 2:25-26 1. When did you last attend the program? Year ☐☐ Month ☐☐

2. What was your main objective for enrolling in your VCC/ Langara training? (Please check one):

2:27
- 1___ to learn the skills needed for a job
- 2___ to improve existing job skills
- 3___ to decide on a career
- 4___ to study until a job became available
- 5___ for personal interest
- 6___ to prepare for advanced or specialized education
- 7___ no main objective
- 8___ other (please specify)_____

3. To what extent have you met this main objective? (Please check one):

2:27
- 1___ definitely met my main objective
- 2___ have met it to some extent
- 3___ have not met it at all
- 4___ have not met it at all, but still hope to do so in the future
- 5___ have not met it at all, but have changed my objective to one I feel is more appropriate

4. Since leaving the program, have you looked for work related to your VCC/Langara training?

2:28
Yes ___1___ No ___2___

5. If you have, where did you seek it? (Please check all that apply):

2:30
2:31
2:32
2:33
- ___ Vancouver
- ___ Lower Mainland (other than Vancouver)
- ___ B.C. (other than Lower Mainland)
- ___ elsewhere (please specify) _____

6. Were you employed in a field related to your VCC/Langara training prior to enrolling?

2:34
Yes ___1___ No ___2___

page 2/..

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7. Please indicate your present main activity. (Please check one):

2:45
- 1___ employed as an apprentice
- 2___ employed full-time as a regular employee (35 hours per week or more)
- 3___ employed part-time as a regular employee (less than 35 hours per week)
- 4___ employed and taking education or training (full- or part-time)
- 5___ student
- 6___ unemployed, but looking for work (PROCEED TO SECTION C)
- 7___ keeping house full-time
- 8___ other (please specify)

SECTION B - IF EMPLOYMENT IS ONE OF YOUR MAIN ACTIVITIES AT PRESENT, PLEASE COMPLETE THIS SECTION

8. How related is your present job to your VCC/Langara training? (Please check one):

2:46
- 1___ present job is definitely related (PROCEED TO QUESTION 10)
- 2___ present job is related to some extent (PROCEED TO QUESTION 10)
- 3___ it is not related at all

9. If your job is not related to your VCC/Langara training, please indicate the reason. (Please check all that apply):

2:47 2:48 2:49 2:50 2:51 2:52 2:53
- 1___ could not find a job related to my training
- 2___ could not find a job related to my training without leaving the Lower Mainland
- 3___ better pay in present job, than in a job related to my training
- 4___ better opportunity for advancement, than in a job related to my training
- 5___ did not want to work in a job related to my training
- 6___ training was inadequate
- 7___ other (please specify) _____

(PROCEED TO SECTION C)

10. How long did it take you to find your present job after leaving the program? _____ ☐☐ 2:54-55

11. How did you find your present job? (Please check one):

2:56
- 1___ had job before attending and continued in it
- 2___ on-campus Canada Employment Centre (formerly Manpower)
- 3___ through practicum, clinical, or other work experience taken as part of the program
- 4___ union or professional organization
- 5___ newspaper ad
- 6___ found the job on my own
- 7___ instructor
- 8___ friends or relatives
- 9___ other (please specify) _____

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12. How useful has your VCC/ Langara training been to you in performing your job? (Please check one):

2:57
1___ it has been very useful on the job
2___ it has been useful to some extent on the job
3___ it has not been useful at all on the job

2:58-61 13. What is your present monthly salary before deductions? _____ ☐☐☐☐

14. Please provide the following information:

2:14-19 2:20-23
_____ ☐☐☐ Name of Company or Firm (If self-employed, write "self")

_____ ☐☐☐ Your Job Title

_____ Name of Immediate Supervisor

_____ His/Her Job Title

2:24-25
_____ ☐☐ Address of Company or Firm

SECTION C - PLEASE COMPLETE THIS SECTION

15. Please indicate to what extent each of the following was a reason for your decision to leave the program (please circle):

| | | Was a Major Reason | Was a Minor Reason | Was not a Reason |
|---|---|---|---|---|
| 4:51 | a) Had met my personal objective for enrolling | 1 | 2 | 3 |
| 4:52 | b) Found employment | 1 | 2 | 3 |
| 4:53 | c) Lacked adequate finances | 1 | 2 | 3 |
| 4:54 | d) Family obligations | 1 | 2 | 3 |
| 4:55 | e) Employment opportunities for graduates seemed poor | 1 | 2 | 3 |
| 4:56 | f) Found program too difficult | 1 | 2 | 3 |
| 4:57 | g) Program was not challenging | 1 | 2 | 3 |
| 4:58 | h) Wanted to take a program not offered at V.C.C. | 1 | 2 | 3 |
| 4:59 | i) Program not what I thought it would be | 1 | 2 | 3 |
| 4:60 | j) Change of personal career goals | 1 | 2 | 3 |
| 4:61 | k) Sponsorship problems | 1 | 2 | 3 |
| 4:62 | l) Health related problem (family or personal) | 1 | 2 | 3 |
| 4:63 | m) Had completed course requirements for graduation | 1 | 2 | 3 |

16. Based on your experience to date, in what areas do you plan to upgrade your skills?

17. Overall, how worthwhile has your VCC/Langara training been? (Please check one):

1___ definitely worthwhile
2___ worthwhile to some extent
3___ not worthwhile at all

4:69

18. Based on your experience, how could the program be improved?

19. General comments if any:

*- Thank you -*

MAR 0 5 1982

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